



THE  
WILLIAM  
GLASSER  
INSTITUTE

teaching the world  
choice theory

As we acquire more knowledge, things do not become more comprehensible, but more mysterious.

— Albert Schweitzer (1875-1965) Missionary,  
Theologian, Musician & Philosopher



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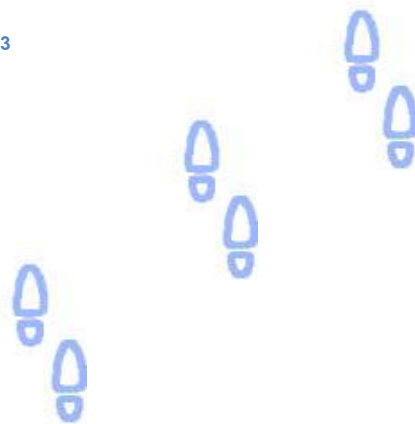
*Kappy*

*Kannukah*

*Eid*

*Christmas!*

*Peace for 2010!*



Solve the mystery.  
Follow the footprints to page 43!

## Distinguished Alumni Award to a Distinguished Gentleman Dr. William Glasser Honored by Case Reserve University!



Dr. Mickey Fisher, Case Western Reserve Alumni, presented the Distinguished Alumni Award to Dr. William Glasser at his home on October 24, 2009.

Dr. James Overholser, Professor of Psychology at Case Western Reserve University, nominated Dr. Glasser in July for a Distinguished Alumni Award after reading Dr. Glasser's Master's Thesis from 1948. Dr. Glasser graduated from Case Western Reserve University Medical School in 1953. This award is only presented every three years. Our heartfelt Congratulations to Dr. Glasser for earning this prestigious honor!

### The Glassers' Message . . . Work Yet to Be Done!

Now more than ever before, the ideas we have been teaching for many years are timely and important. Our mission is to teach the world choice theory. How are we doing? Our feedback from the International Convention in Scotland leads us to believe that we are having a positive impact in many countries across the globe.

## Work Yet to Be Done!

However, we all know that these are very difficult times for those who, through no fault of their own, have lost jobs, homes, and some have lost their will to go on. Young men and women are returning every day from service in Iraq and Afghanistan with many problems which are extremely difficult to address.

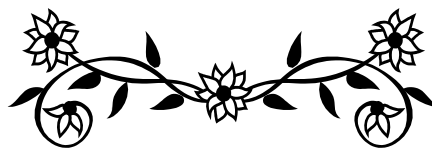
On the brighter side, analysts are predicting that the economy may be beginning an upturn and, as it improves, more people will be looking forward to finding jobs again. Hopefully they will be successful. One fact apparent to us is that these new job seekers need, and some are already investing in, skill-building courses to prepare themselves better for re-entering the job market in a demanding work environment.

Our certification program can be quite valuable in training for the communication and relationship skills that are so necessary to succeed in today's world of work. We are encouraging our instructors to tap into this growing market as soon as possible. Schedule training that will help people expand their skills to prepare them for the opportunities unfolding every day.

Staying connected as an organization is crucial to our efforts now more than ever before. As an institute, we can do this by networking and cooperating and by sharing information on how to best meet the challenges of keeping our training programs aligned with the needs of a whole new generation of workers in every walk of life. Innovative ideas on how to communicate and relate to one another will be our major focus.

Remember the theme we live by: after all is said and done, what do we have? We have each other. Let us remain together. Much work is yet to be done! <sup>WGI</sup>

*Dr. & Mrs. Glasser*



### Newsletter Design

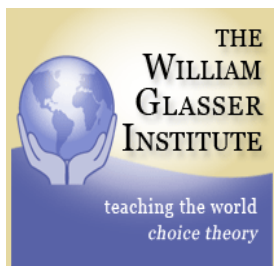
Articles are presented in alphabetical order by author.

Subsequent article(s) by the same author may be found later in the newsletter.

Spelling may vary depending on the country of origin.

The <sup>WGI</sup> symbol signifies the end of a submitted article.

This Newsletter is presented by Stacey Morrison and Jean Seville Suffield. Stacey Morrison is the Web Designer for The William Glasser Institute and Jean Seville Suffield is a Senior Faculty member.



## To All Trainees

### Regional Advisory Board of Directors

Listed below are the names of Regional Board Members, their addresses, and the states that fall within their region. We encourage you to be in touch with your representative to obtain information about activities in the region including meetings, newsletter publications, upcoming training, etc.

You should feel free to contact us at the Institute office at (800) 899-0688 if you have any questions or concerns.

#### **Canada Region**

(CANADIAN PROVINCES)

**Ellen Gelinas**

P.O. Box 3907  
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#### **Mid-America Region**

(AR, IA, KS, MO, NE)

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#### **Midwest Region**

(IL,IN,KY,MI,MN,OH,WI)

**Judy Comstock**

5136 Juniper Circle NW  
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[www.glassermidwest.com](http://www.glassermidwest.com)

#### **Mountain Region**

(CO, MT, ND, SD, UT, WY)

**Frank Dunn**

381 Countryside Dr.  
Pueblo West, CO 81007  
(719) 547-9875 home  
[fedunn38@msn.com](mailto:fedunn38@msn.com)  
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#### **Northeast Region**

(CT, DE, MA, MD, ME, NH,  
NJ, NY, PA, RI, VT)

**Judith Claps**

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[www.glassernortheast.com](http://www.glassernortheast.com)

#### **Northwest Region**

(AK, ID, OR, WA)

**Martin Price**

10522 Lake City Way NE C-201  
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#### **Southeast Region**

(AL, DC, FL, GA, NC, PR,  
SC, TN, VA, WV)

**Lucy Billings Robbins**

65 Lewis Fairway Circle  
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#### **Sunbelt Region**

(LA, MS, OK, TX)

**Emerson Capps**

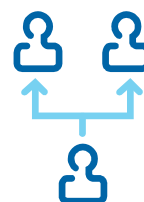
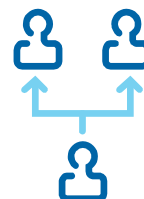
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#### **West Region**

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## Core of Dr. Glasser's Ideas – PD Day to be hosted by Brian Lennon

At the International Conference in Nashville, Tennessee, Brian Lennon, Senior Faculty in Ireland, will facilitate the first group dialogue about the formation and purpose of The International Board of Directors. That Board would be separate from the North American Advisory Board of Directors and the Boards in each country and its main objective would be to ensure that the core of Dr. Glasser's ideas would be preserved into the future. Brian, as an international representative, was asked by the Legal Board of The William Glasser Institute, to assume this role for the first meeting in Nashville. In the Spring, Brian will be in communication with countries outside the United States, asking them to consider certain questions in preparation for the Nashville meeting.



At the November 20<sup>th</sup> and 21<sup>st</sup> Meeting of the Advisory Board, representatives were asked by the Legal Board to share their thoughts about what they each believed to be the core of Dr. Glasser's ideas. The following reflects comments made in that brainstorming session about what comprises the core:

- Choice Theory, theory of human behavior
- Reality Therapy, procedures that lead to change
- Skill Development
- Total Behavior and the car
- Relationships
- Individual responsibility
- Is it working or not?
- Integrating the ideas
- Environment and procedures
- History of the development of the ideas
- Could include, but not essential, paradoxical techniques, metaphors and etc.
- Creating the relationships is the foundation
- Using the Choice Theory Chart to teach
- Connecting and disconnecting habits
- Pure Glasser ideas as we perceive them
- Lots of role-play practice
- 10 Axioms
- Self-evaluation
- Listen to where students are coming from
- Modeling important - how and what I teach
- Quality World pictures
- Internal/external control
- How Dr. Glasser's teachings are unique
- Lead management and Quality School Journals and assignments to put ideas into practice in own life
- Language important
- The theory informs the practice
- WDEP can be a useful acronym to remember the procedures





## From the desk of Linda Harshman

We just finished a productive Advisory Board Meeting with the Glassers in attendance for much of the scheduled time. Bob Wubbolding's Report summarizes some of the decisions made and I shall elaborate on some of his points and include other decisions and communications in this article.

1. The changes in wording from Basic Intensive Week to Basic Intensive Training, from Advanced Intensive Week to Advanced Intensive Training and from RTC to CT/RTC (Reality Therapy Certified to Choice Theory/Reality Therapy Certified) were made in order to be more accurate in reflecting Dr. Glasser's present teachings and to clarify for newcomers the format of our training. We also believe that CTRTC will be more acceptable to the variety of professionals who take our training. These changes affect many forms and documents which will take time for our office to correct and replace.
2. The feedback from the three-day Basic and Advanced Intensive Training pilots at Loyola Marymount University indicated that it was possible to offer a meaningful quality Basic and Advanced Training in 20 hours. The feedback indicated, however, that time management on the part of the instructor, was crucial. Dr. Glasser emphatically supports the need to offer this format to see if it increases our numbers over the next couple of years. We will seek feedback at our next two November Board Meetings. In the meantime, data will be collected with a new Evaluation Form that places the focus on the quality of the instruction rather than the participation of the attendee, in keeping with Dr. Glasser's quality school ideas. The new Evaluation Form, indentifying the 3-day and 4-day formats, will be available in all intensive packages in the near future.
3. The cost of open weeks is \$500.00 and applies to both the 3-day and 4-day formats. It is important to emphasize that the format instructors wish to follow is, indeed, a choice. I will be sending a more detailed letter to all instructors inviting them to consider offering a 3-day Basic or Advanced Intensive Training in addition to any 4-day they schedule.
4. Some discussion took place about future conferences given the present status of the economy. This issue will be discussed in the regions. There is some suggestion that perhaps international conferences be held every two or three years with others held regionally in some years.
5. Lucy Billings, Chair of the International Conference in Nashville, shared some very new, exciting ideas relative to the program planning and the uniqueness of the hotel site. We encourage you to register early and make your room reservations at the same time. It promises to be a dynamic breathtaking experience at the Grand Ole Opry!!!!



From  
the  
desk  
of  
Linda Harshman

6. Some physical changes have been made at the Chatsworth office. We have separated into two companies, The William Glasser Institute and William Glasser Inc., each with its own entrance. We have also set up two websites. Access to William Glasser Inc., which carries most products on its own website, is accessible through the Institute site. You can click on books and other resources and that will take you to the Glasser Inc. site which also has its own Paypal account. The Institute will still sell a few products such as the Basic Concepts Chart, the Basic Concepts Poster, Carleen's Handouts and Chart Talk. In addition, you can pay for Membership and register for Certification or Institute Faculty Programs.

7. We will be initiating the formation of a committee to investigate offering an Advanced Intensive Training online utilizing the work of the previous committee members who met over two years ago. The decision to look at the online Advanced Intensive Training was made due to the large discrepancy between the approximate 55,000 people who have taken Basic Intensive Training since The Institute was established, and the fact that only a little over 8,000 have gone on to take an Advanced Training session. We have received feedback that participants who take a Basic Training become discouraged when there are no Advanced Training sessions scheduled in their area. If the Advanced Training were offered online, it would provide the possibility of another choice for participants.

8. Emerson Capps from the Sunbelt Region was asked to form a small committee to discuss the possibility of listing mental health professionals, who were CTRTC and had a license to practice in their state, on our website. Emerson believes that it might provide more incentive to persons with Masters or Ph.D.'s to complete our Certification program.

9. We had some discussion about keeping people involved after completion of various stages of the certification and faculty program processes. Regions are encouraged to focus on using technological advances such as Facebook, Skype etc., as well as the personal telephone connection to invite people to regional activities and to our upcoming Conference. <sup>WGI</sup>

*Linda Harshman*

Executive Director

The William Glasser Institute

Robert E. Wubbolding, Ed.D.



## PDC Report – Read All About It! Glasser Schools – Certification – The Journal

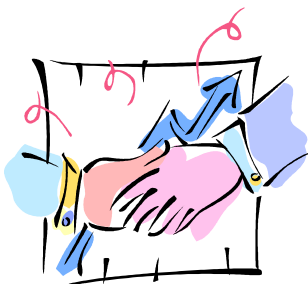
Many thanks to the Professional Development Committee: Judy Comstock, Bruce Allen and Linda Harshman. Your ideas, commitment and skills have enriched our training as well as the lives of our faculty, training participants and many others. At the November 20-21, 2009 Advisory Board Meeting, we dealt with the following items. (Other topics have been covered in Linda Harshman's Report).

Glasser Quality Schools: Bob Wubbolding had contacted the Glasser Quality Schools to determine whether they still self-evaluated as quality schools and to update the listing of such schools on the WGI website. We endorsed the following:

- Early in 2010 the Director of Training, Bob Wubbolding, will write and ask each quality school to send a letter at the end of each school year stating whether the school wishes to remain listed as a Glasser Quality School and to justify briefly this decision;
- Bob will inform each Glasser Quality School that its Institute Regional Representative will subsequently contact them (also in early 2010) to support them in their quality journey;
- The Regional Representatives can also serve as a resource to Glasser Quality Schools. They will request that they attend and make presentations at regional meetings as well retain membership in The William Glasser Institute, thereby staying up-to-date on recent developments. They will also be asked to be visible at the international conferences.

Reality Therapy Certified to Choice Theory/Reality Therapy Certified: In response to requests from Institute members and to fulfill the explicit wishes of Dr. Glasser, the designation for individuals completing the certification process is now CTRTC (Choice Theory/Reality Therapy Certified). This retroactive designation is designed to represent current institute instruction that encompasses theory and practice.

Dr. Glasser has approved the new title International Journal of Choice Theory and Reality Therapy replacing the *International Journal of Reality Therapy*. As with the new designation of those certified, this comprehensive title reflects the more complete instruction of Institute training.



Congratulations to Tom Parrish, the new editor of *The Journal*. We look forward to conversations with him in Nashville at the 2010 conference!



# Glasser Scholars

## PROFESSIONAL DEVELOPMENT COMMITTEE [Report continued . . .]



*Robert E. Wubbolding, Ed.D.*

Culminating 18 months of training, 13 Glasser scholars were certified as RTC (now CTRTC) in Scotland or Northern Kentucky in the summer of 2009. This program, conceived by Emerson Capps, advisory board Sunbelt regional representative, provided scholarships for 13 university professors. In return, these scholars are committed to researching the effectiveness of reality therapy. Eventually they hope to become institute instructors and teach basic intensive training sessions. Congratulations to:



*Front Row, left to right: Mark Britzman Ed.D., Michael Dyson, Bob Wubbolding Ed.D., John Brickell, Gloria Smith Cisse MS,  
Second Row, left to right: Jill Duba, Tammy Shaffer Ph.D., Neresa Minatrea Ph.D.  
Back Row, left to right: Jeri Crowell Ed.D., Cynthia Palmer Mason Ed.D., Mary Graham, Brenda Faulkner M.Ed.,  
Sylinda Banks Ed.D., Thomas Burdenski Ph.D., Will Casstevens Ph.D. [Not Featured]*

The Scholars' plans for research publications include projects such as: university freshmen retention, family violence perpetrators, trauma response of firefighters, a pre-marital program, school counseling, animal assisted therapy, expressive arts and classroom management. Congratulations to Sylinda Gilchrist Banks who has already published *Using Choice Theory and Reality Therapy to Enhance Student Achievement and Responsibility*. Alexandria, VA: American School Counselor Association and to Mark Britzman who published *Pursuing the Good Life*, Brandon, SD: Unlimited Publishing.

Their three instructors and practicum instructors Pat Robey, John Brickell, and Bob Wubbolding agree that working with this high energy group was most gratifying, invigorating and a reason for being optimistic about the future of The William Glasser Institute. It has been and will continue to be a warm, friendly and supportive relationship for this cohort.



### From 4 days to 3 days

Dr. Glasser approved of instructors teaching intensive weeks in 3 days AS A CHOICE. In addition, a 4-day training segment also remains a choice, if instructors so desire; however, in keeping with the possibility of 3-day trainings, the Board recommended and Dr. Glasser has endorsed, a change in terminology. The Basic Intensive Week shall be called *Basic Intensive Training* and the Advanced Intensive Week, *Advanced Intensive Training*.

### Advanced Intensive Training Online

In response to requests to consider teaching Advanced Intensive Training (formerly titled Advanced Intensive Week), the board recommends that a committee be formed to study the feasibility of conducting this segment of the certification process online. The Advanced Intensive Week is selected because of the dearth of face-to-face weeks at the Advanced Training level. Having taken the Basic Intensive Training, some individuals are unable to locate an Advanced Training session. The investigation of this possibility is an attempt to make our training more accessible and thereby increase the number of participants in our training program. Linda will be contacting members of the previous Online Committee to request their participation.

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## A THOUSAND THANK YOU's!

### LARRY LITWACK



We owe you, Larry Litwack, an enormous debt of gratitude for your monumental contribution to the far-reaching impact of choice theory and reality therapy. As editor of the *International Journal of Reality Therapy* since its inception in 1981, you have faithfully placed in our hands documents that are timeless and crucial to the effective teaching of choice theory and reality therapy. You have given many people the opportunity to present their ideas and have offered the wider world a perception that choice theory and reality therapy constitutes a system that will continue long into the future.

Thank you for a job done extraordinarily well!

WGI



## Reaching Out to Black and Hispanic/Latino Instructors

The mission of The William Glasser Institute is to “teach the world choice theory.” When I look at how The Institute is represented, I notice that there are a small number of Blacks and Hispanic/Latino instructors.

I would like to reach out to these groups and encourage them to be part of The Institute family.



If you are interested in joining me in this venture, please email me at [baughtraining@onebox.com](mailto:baughtraining@onebox.com) or call 708-979-7098. I look forward to hearing from you. <sup>WGI</sup>

*Sylvester Baugh*  
Basic Week Instructor

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**One time Offer as Long as they Last!!** In Different Languages!

# Books for Sale

William Glasser Inc. has the following titles available for sale at a cost of \$35.00 per copy, which includes postage and handling. The number of copies available for each title and language is listed below:



**Every Student Can Succeed**  
Complex Chinese, 9 copies

**Choice Theory in the Classroom**  
Complex Chinese, 6 copies

**Warning: Psychiatry Can Be Hazardous to Your Mental Health**  
Complex Chinese, 5 copies

**Warning: Psychiatry Can Be Hazardous to Your Mental Health**  
Japanese, 5 copies

**Every Student Can Succeed**  
French, 12 copies

**Language of Choice Theory**  
Japanese, 6 copies

**Schools without Failure**  
French, 5 copies

**Eight Lessons for a Happier Marriage**  
Spanish, 5 copies

**Eight Lessons for a Happier Marriage**  
Japanese, 6 copies

**Getting Together and Staying Together**  
Japanese, 7 copies

# SPEAK TO US OF CHILDREN

*Daphni Clifton*

M.Ed., Educational Consultant  
Basic Week Instructor

“I know all the answers,” he assured me with disarming confidence, “they just don't fit your questions.”

He was only eight years old but looked up at me with such self-assurance it stopped me in my tracks. I was there to test his math skills but he had other challenges in mind. He was also the son of the school district superintendent who had recently hired me, adding more apprehension to the moment.



“Well Terry, I guess I am going to have to dig a little further for the right question.”

That brief encounter so long ago from one so young, was potent enough to hold me in check to this day. I don't know where Terry might be today. Undoubtedly, he is all grown up and accomplished and possibly the father of his own challenging offspring, but that momentary shaft of wisdom sent me on a never-ending quest in search of the illusive question.

A decade later I discovered Choice Theory and it all came together like mortar pulling the bricks of inspiration into place. Like a magic synthesizer, Dr Glasser's view of human motivation gathered the disparate pieces of my previous learning and experience and moved them into an amalgamated whole. It seems that Terry, far ahead of me in time, was right. The solution does indeed, lie in the question.

As adults, well-heeled and rich in experience, we are sometimes confidently loaded with answers, information, solutions and we can't be blamed for that. Like human computers, we have been collecting data since our own day one. But CT/RT has taught me, especially in this hazy field of learning differences, that labels, categories, special programs, et al., are nowhere near as powerful as finding the right question for one individual in search of a better way of being.

I am an Educational Consultant, working with families of special needs children in the lower mainland of British Columbia. My working day brings me up against worn out parents struggling to understand the frustrations of their children's learning lives when special labels such as ADHD, Dyslexia, Aspergers-Autism, OPD, ODD, are thrust upon them and the pressure to medicate befalls them. All of this brings in its wake a volume of diversity and complication but having learned Choice Theory and its practical procedures towards change, I can now proceed with ease to draw out what is already there.

I have called my company Educere Consulting for a reason. Educere is the original Latin base to the word education which originally called upon us to ‘draw out from within.’ Something got lost along the way as we, the culture, swung our allegiance towards systems versus human beings. Mentors such as David Chilton (The Magical Child), Maria Montessori (Absorbent Mind) and Kahlil Gibran (The



Prophet) are all ‘inside out’ people who bid us not to enter ‘their house of wisdom’ with our thoughts but to “lead them to the threshold of their own minds .... No man can reveal to you aught but that which already lies half asleep in the dawning of your (own) knowledge.” (Gibran)

I loved Resa Steindl Brown’s treatise “The Call to Brilliance” which Dr. Glasser endorsed with his foreword. As I recall my experience with Terry, her quote comes to mind, “The child can lead us back to our (own) innate brilliance with authenticity, integrity and passion if we allow it.”

We are all teachers of children whether we do that through the family tree, an educational system, the community or our workplace. For in every adult, lies a small child who got lost somewhere along the way for some significant reason. By working the reality therapy process, we peel away the layers of the inauthentic and reach the pure intent and spirit within. Reality therapy and lead management call upon us to ‘draw out’ the love, the self-respect, the *joie de vivre* and the inspiration of their own thoughts. When we do this well, the results are powerful. <sup>WGI</sup>

All things we desire for the world and strive so hard to reach,  
Lie like blossoms furled in the heart of the child we teach.

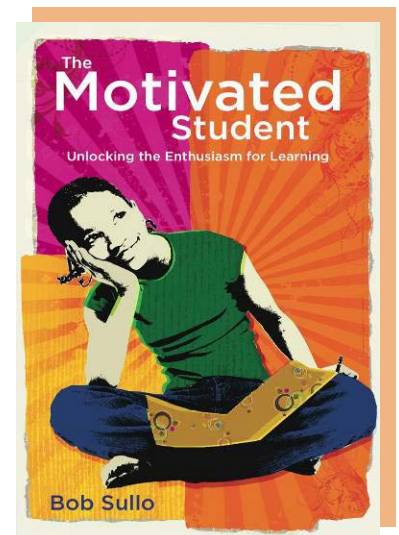
— Anon

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*The Motivated Student: Unlocking the Enthusiasm for Learning*  
Bob Sullo

ASCD recently published *The Motivated Student: Unlocking the Enthusiasm for Learning* by Bob Sullo, senior faculty member of the WGI. Here is what ASCD says on its web site about Bob’s book:

Because you can’t possibly know exactly what will motivate every student, it’s vital to have a reliable blueprint and a set of strategies that are proven to work across a broad spectrum of students. That’s why you need this book from a teacher and psychologist with over 30 years of experience. Drawing from recent research of the concepts of internal motivation and control, Bob Sullo describes how to get students in every grade focused and ready to learn by:



- Eliminating “the external control model” from your teaching.
- Using differentiation strategies to provide all students with a way to be successful.
- Adopting the behaviors and vocabulary of a positive classroom.
- Developing lesson plans and grading practices that allow every student to experience academic success through sustained effort.
- Strengthening your own professional identity in the classroom.

With lots of classroom scenarios and steps to get you started, *The Motivated Student* makes it much easier for you to take advantage of the newest thinking on how to tap your students’ innate desire to learn.

To order *The Motivated Student*, contact Bob ([bob@internalmotivation.net](mailto:bob@internalmotivation.net)) or visit the ASCD web site.

## Practicum Perspectives

Nancy Dees, Senior Faculty



An educational axiom says  
“We learn...95% of what  
we TEACH someone else.”

How accurate that is!

The following are some of the concepts that have  
taken on new clarity/understanding as they have  
been discussed in practicum supervisor training as  
well as in practica.

Role-playing is the strongest component of all of the CT/RT training phases. It is essential that supervisors model role-playing before they ask the participants to do a role-play. Not all instructors feel comfortable with this demonstration. Arthur Dunne from Ireland first introduced me to this method. Instead of asking the counselor to self-evaluate at the end of a role-play, ask him to share the four components of his behavior. This gives the participant an opportunity to examine what he was feeling physically and emotionally. Giving a name to feelings and physiology enables one to self-evaluate and determine what he can think/do to become more confident as the counselor. It sounds very simple, and yet, as is so often the case, the simplicity is very effective. I find this to be a very good tool not only in training Practicum Supervisors and Basic Week Instructors but also enabling practicum participants to feel more at ease as they utilize the RT procedure.

An Advanced Practicum student asked, “Why do I always feel the need to straighten someone out, to tell them what they can do to correct the problems in their lives?” I suggested that we look at the four false beliefs of external control.

1. I am responding to a simple external signal. Well, this isn't too harmful except as it lays the groundwork to believe the next one.
2. Other people and events can control how I think, feel, and act. Now, this one is detrimental to me as I feel out of control of my own life.
3. I can make you do what I want you to do whether you want to do it or not. This one certainly creates problems in my relationships as in order to MAKE you do something, I will most likely use one or more of the deadly habits.
4. I am morally correct and know the “right” thing to do. Operating out of my “righteousness” may totally separate me from others.



The student quickly evaluated that he was using number four; the discussion that followed was very enlightening. For the first time, I began to see the concepts not just as false beliefs but rather as levels of

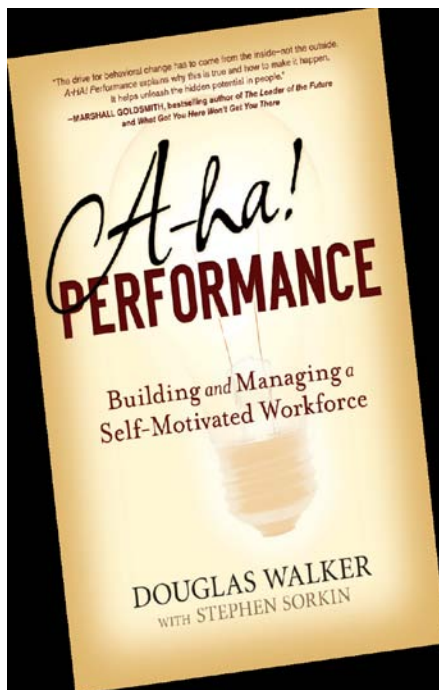
involvement with external control thinking: number one being the lowest level and four the highest level of external control. Now in my self-evaluation, I ask, “What level is this behavior?” I can tell you I certainly do not want to admit I am operating out of level four, so it is making a tremendous difference in my giving up my “righteousness.” I am also finding that teaching these levels to a client is helping that individual move more quickly into Choice Theory thinking.

Another important part of using Reality Therapy is keeping the client in the here and now. When I am unhappy and living in the past, I am most likely in level two thinking; and when I am living in the future, I am probably in level three. To be in effective control of my life, it is essential that I stay in the here and now. So I must remember that if I have one foot in yesterday and one foot in tomorrow, I am so immobilized that nothing will change today. <sup>WGI</sup>

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Keep in mind that the success of any human endeavor – learning in school certainly included – *is directly proportional to how well the people involved in the endeavor get along together.*

Dr. William Glasser, MD.  
*Every Student Can Succeed*



*A-ha! Performance: Building and Managing a Self-Motivated Workforce* by Douglas Walker with Stephen Sorkin – Wiley Press - 2007

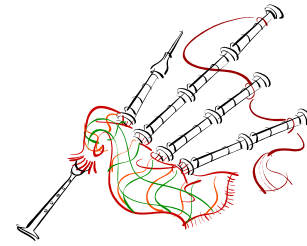
This book gives managers the awareness and skill sets they need to enhance employee results in a quick and easy manner. The author's proven motivational model actually engenders employees to perform better and achieve more because the A-ha! Manager appeals to their vested interests.

Go to [www.ahaperformance.com](http://www.ahaperformance.com) to learn more and for a direct link to Amazon.com where you can purchase the book. If you'd like to purchase a signed copy, e-mail Doug directly at [dw@aharesults.net](mailto:dw@aharesults.net)

# Reflections on Scotland

Pete Driscoll

Basic Week Instructor



Dr. Wubbolding, at the end of his Keynote Address to the 2009 convention, printed in the July 2009 Newsletter, spoke of “Our Choices” and gave us 3 things to consider in our development as an organization. At the International Meeting and again at the Professional Development Day, we generated ideas that can serve to guide the growth of The Institute. Some of these ideas can be seen on pages 14-15 of the July newsletter. We will continue our work throughout the year and reconvene at the 2010 convention in Nashville. In response to Dr. Wubbolding’s address, I have been thinking of some ways to proceed.

**Choice 1:** One way of establishing and strengthening structures, is to recognize the opportunity that exists during International Conventions to mine the perceptions of those in attendance. Each unique assemblage will give us a yearly opportunity to assess our progress and become informed of perceived strengths and requested changes. One powerful idea from the convention this year is to have an International Board of Directors. Another is to provide periodic faculty retreats as these can be an opportunity to develop skill and enhance unity of procedure.



**Choice 2:** Supporting and incorporating research calls us to be lifelong learners and to honor our relationship with those who utilize our services and with those who provide complementary services. Basing our behavior on researched-based practice and becoming actively involved in doing research ourselves will gain us increasing credibility as well as long term viability. I am interested in using the research on “Relational Trust” in schools and collecting data on how learning Choice Theory, Reality Therapy and Lead Management affects Relational Trust.



**Choice 3:** One way to recognize our limitations and accept criticism in a professional manner is to listen carefully to the concerns expressed by those within our organization. If we can hear these voices, calling our attention to what they perceive as our limitations and challenges, we will be well-positioned to address concerns that come from outside our organization. In Systems Language we will “Honor the Dissenters,” as from them we can learn how to strengthen our ability to live the ideas we teach and provide a model of an organization that is learning and growing.



We have known from our first contact with the ideas of Dr. William Glasser that they have the power to transform the way the world operates in a way that is beneficial to many and harmful to none. We have developed our skill at fostering strength-based choices and at delivering the established programs of The William Glasser Institute. I am encouraged to be part of the “Dialogue” as we continue to learn how to “Teach the World Choice Theory.” Thanks to Dr. Glasser and to all who have contributed. This is intrinsic to our teaching. I welcome feedback and dialogue. <sup>WGI</sup> [Peter Driscoll, [driscollhp@gmail.com](mailto:driscollhp@gmail.com)]





# Lead Management - "From Little Things Big Things Grow"

Garry Garnaut

Basic Week Instructor  
Australia



I am always amazed at how Bill Glasser can explain complex ideas simply in a way that communicates deep meaning. It is a great one liner – "From little things big things grow." Bill's ideas for Lead Management, for instance, could be said to be a "little thing" but the idea (like so many of Bill's ideas) is growing into a bigger and bigger set of "things" as those of us working with its meaning in practice apply it in our personal and professional lives.

As a Lead Manager I manage people – currently as a high school Principal of Bowden Brompton Community School in Adelaide, Australia. I believe that Choice Theory teaches me that I am internally motivated and that I can not force other people to do what they do not want to do. Instead, I seek to influence people and the key to influence is working with people, not at people. By working with people and encouraging them to see that they are responsible for themselves and their actions, it is my experience that it brings the best out in them. In short, if I use the Connecting Habits with those that I manage, it sets the conditions (but provides no guarantee) that, in turn, they will use Connecting Habits in their interactions with me. The payoff of doing this is most noticeable in the difficult and sometimes chaotic times that seem to pervade my work as cooperation and collaboration are strengthened with those with whom I work. Staying connected sets the conditions for positive and connected relationships, the heart of any outcomes driven organisation.

The alternative (and I have been there in my career, and I am pleased to say I am not there

now!) is what Bill has called the Boss Manager. This opposite [position] to a Lead Manager believes that whoever manages them, or events and circumstances outside of themselves, actually control them. The classic in education and indeed in many organisations is rigid work schedules and timetables. Confronted by what seems an absolute, the Boss Manager believes that they have to get the job done at all costs and that the relationship with the people they manage is not important. A Boss Manager believes that his way is the right way - the antithesis of being a Lead Manager. As a Lead Manager, I believe that I can never get the job done unless those I am working with are motivated to work with me.

In working with the people that I manage, three little "things" have been growing and growing in my increasing awareness of what it means for me to be a Lead Manager, and they all relate to vision.

Firstly, I have to have a vision or a Quality World picture of what it is I want to achieve as a Lead Manager. It is a useless vision if it is not shared with those whom I Lead Manage.



[continued...]



But it is my vision, my information – it is not our vision!

If I strive to get my vision satisfied, it becomes “my way is the right way” and I have already mentioned where that ends up? Sharing my vision as a Lead Manager includes giving information about how “I see the job,” “how I see my role,” “how I see our roles” and “what outcomes we will work together to achieve?” Bill says “all I can do is give another person information.” In sharing my information people learn about what I stand for and this assists them to begin self evaluating their relationship with me.

Secondly, my vision has to include a belief in the quality of the people whom I am Lead Managing. They have to know that I have trust in them. The essence of trust is to avoid micro managing people when delegating to them roles and responsibilities. As a Lead Manager, I believe in delegating to my colleagues with the authority to make decisions. By that I mean allowing people to get on with the job without me standing over them or looking over their shoulder to see that the job is done “my way.” After all, my way is but one way, and there is always another way to get the job done! I believe that delegating with authority to make decisions increases needs satisfaction for the people involved. In turn, [this empowerment] underpins creative and innovative endeavour.

Thirdly, my vision needs to include a picture of myself in my Quality World as a Lead Manager. I have to believe in myself. Three years ago when I took up the appointment as Principal, I quickly realised there was a lot I did not know and it was an easy step to start doubting myself! It is so easy to Boss Manage yourself! I realised how important it was to use the Connecting Habits on myself, to share information with my colleagues and seek their support to learn my new job. Relationships are what matters, never in isolation from good planning, team and performance agreement processes, but it is relationships that make the difference. And the one relationship that I think can be easily overlooked, even as a Lead Manager, is the relationship I have with myself. I have learnt that the relationship I have with myself can be decayed sometimes slowly and at other times rapidly by the multiple competing demands of my job and, in so doing, poison in an instant relationships with those around me. I have had to look for a still point in the turning world or risk being overwhelmed – burnt out and worn out! For me that point, a point of need fulfilment, has been blossoming as I have freed myself from the burdens of worrying about what other people do, and instead I have focussed on staying connected to these people, acknowledging and encouraging their responsibility in what they are doing. And from trust, big things grow.... <sup>WGI</sup>

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## The Challenge



**Luey Billings Robbins**, Advisory Board Representative from the Southeast Region, has challenged the Board reps to send at least ten participants each to the Certification Week scheduled for July 2 - 7, 2010 in Nashville, preceding the International Conference. Get ready!!!!

## Michelle & Tyler: Co-Chairs for SOS Peer Counseling Program Ambassadors for Dr. Glasser's Work!

On Saturday, October 10<sup>th</sup>, seniors Michelle Ballou and Tyler Hogstrom were workshop presenters at The William Glasser Institute Ireland Annual Convention held in Dublin, Ireland. Michelle and Tyler serve as the co-chairs for the SOS Peer Counseling Program at Woodstock Union High School. As part of the presentation, Michelle and Tyler asked their audiences to identify issues they believed teens would typically experience in the normal course of growing up as well as in special circumstances (such as the death of a beloved parent or grandparent). Audiences were able to identify more than 25 dilemmas, and Michelle and Tyler told the groups that all of these issues had been discussed in the SOS program. Elizabeth Lavery, a principal of a school in Trim, Ireland, expressed a strong interest in peer counseling and hopes to initiate a program in her school.

Tyler and Michelle were guest speakers at the Governor's Teen Leadership Conference last November, and the high school received inquiries from schools throughout the state as to how to begin and manage a peer counseling program. Programs such as SOS are fully endorsed by the American School Counseling Association and are seen as an adjunct to counseling services in the school. Perhaps the single most important quality peer counseling programs need to be successful are students like Michelle Ballou and Tyler Hogstrom who value their peers, their teachers, and their school. Without students of this caliber, it

isn't possible to nurture such a program.

Tyler and Michelle were impressive ambassadors for our school and for the work of Dr. Glasser. We owe them a debt of gratitude for putting us "on the map!" <sup>WGI</sup>

Suzzy Hallock  
Senior Faculty



Students in the SOS Peer Counseling Program at Woodstock Union High School, Vermont. *Upper right - Co-Chairs: Michelle Ballou and Tyler Hogstrom [presented workshops in Ireland October 2009.]*



## Tropic Isles Increases Florida School Grade Points Eight Straight Years Receives Governor's Sterling Award! Congratulations!



Tropic Isles, a Glasser Quality School, is the *ONLY* school out of 119 schools in Lee County that has increased its Florida School Grade Points for eight straight years. The only other school that had seven straight years until last year also had Glasser training. The Governor's Sterling (Baldrige Award) is very prestigious and only earned by four previous schools in 17 years. None of those schools had better results than Tropic Isles, which is a Title I school with a large low-income student population.

Poverty, which, by definition, includes free and reduced lunches for students, is the biggest indicator of decreased academic achievement. Tropic Isles has shown that even with a 78% Free and Reduced Lunch rate, that poverty can be overcome with effective instruction, re-teaching and re-testing, Glasser Quality School principles, and the true belief that our students are worth whatever it takes. Last year Tropic Isles was in the top 1% of ALL schools in Florida, regardless of economics!



**Tropic Isles Elementary School** in North Fort Myers, Florida, earned the **Governor's Sterling Award** last spring. To celebrate their achievement, the school held a *Showcase* on October 29th that was attended by people from throughout the state of Florida. There were presentations and time for questions and answers about their successful methods, working for and with their students. Congratulations to Principal, Don Bryant, and to all of the Tropic Isles Faculty and Staff! <sup>WGI</sup>

Bob Hoglund  
Senior Faculty

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Please let The Institute know of your successes  
whether they be in a Glasser Quality School,  
or in any of the training programs  
so others may benefit from your experiences!





## William Glasser Institute Australia Becoming More Proactive



We keep ourselves busy “Down Under.” In 2009, I conducted a number of basic weeks, an advanced week with psychology masters and Ph.D. students in Singapore, and several faculty training programs here in Australia. The quality of faculty training participants and certification participants is improving all the time, and it is always a pleasure to see how they are teaching Choice Theory and using the ideas effectively in their own lives. In November, I am teaching an advanced week in Newcastle and another in Bendigo. We now have more faculty in Victoria than ever before, and they are relatively young people. *Cars’R’Us* is selling well worldwide and one of the RT people in Bendigo has just published a great affirmation and self-evaluation tool through St. Luke’s Innovative Resources called *Note to Self*. It acknowledges Choice Theory and Reality Therapy as the inspiration for the work. Michael Rice has also written a book on *Choice Theory and Alcohol and Drug Abuse*, which is a great resource.

We had some people from New Zealand attend certification prior to the conference, including a school principal, Judy Grose, who has created a quality school in all but name. The Australian W.G.I.A. conference was held in Melbourne and included some great presentations. Doug Walker did a keynote on his *Aha Performance* book and also came to Bendigo for a one day workshop.

I see the Australian board as becoming more proactive and, as you know, the Australian Diploma in Reality Therapy has been established by Joan Hoogstad.<sup>WGI</sup>

Ivan Honey  
Senior Faculty  
Australia

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Happy Thanksgiving  
to those who celebrated on  
Thursday, November 26<sup>th</sup> this year!



Thanksgiving dinners take eighteen hours to prepare. They are consumed in twelve minutes. Half-times take twelve minutes. This is not coincidence.  
— Erma Bombeck

## Graduate Diploma in Reality Therapy Established by Joan Hoogstad in Southern Australia

From 1990 onwards a strong network promoting Choice Theory has been in existence in Adelaide, South Australia. Over the years it led to the establishment of a faculty support group which meets regularly for discussions and amongst other activities organises successful workshops. Our discussions often focus on the counselling profession and its formal recognition.

When during one of our meetings some years ago, two members of the group talked about an organization called CASA (Counselling Association of South Australia Inc.), I became very interested. After looking at CASA's website, I realized that to become a member of CASA would be useful as it would mean some kind of recognition of the counselling system of reality therapy which is counselling with Choice Theory and those who practise it. I decided to go ahead and apply for membership and I was accepted as a professional member. I had well over several thousand hours of practice. At the same time, I had become a senior faculty member of the Institute.

My thoughts then focussed on other members of the South Australian Regional Group and I encouraged them to join as well. As some of our members are employed as counsellors, I believed that it was also of great importance to belong to an organization apart from The William Glasser Institute. Over the years about twenty people applied and were accepted as professional members of CASA (Counselling Association of SA). CASA is affiliated with PACFA which stands for Psychotherapy and Counselling Federation of Australia. This organization represents the counselling organizations in all states of Australia which have chosen to affiliate. It forms the umbrella organization.

CASA/PACFA members can be registered as counsellors or clinical counsellors. To be a clinical counsellor a person needs to have logged 750 hours of practice of which 75 are under supervision. I am a registered clinical counsellor and so are some others in the Adelaide faculty support group.



Two of PACFA's aims are to lobby the government to regulate the counselling profession and to make it possible for counsellors with training in mental health to have access to the Medicare scheme (Australia's health scheme) so that clients will be able to claim benefits. Therefore, it is of importance that PACFA makes sure that registered professional members have received the very best training possible and that they are capable practitioners. The last five years PACFA has in conjunction with counselling organizations from all states worked on new basic training standards. These standards have now been put into practice.

I was aware of the changes some time ago and I realized that Reality Therapy Certification by itself was not sufficient to become a member of CASA and PACFA. I have a Masters in Counselling Psychology. I also trained in other areas of psychology. Therefore, I had no problems being accepted.

[continued on page 31]

Dr. Thomas S. Parish Selected as New Editor  
of *The International Journal of Choice Theory and Reality Therapy*

Thomas S. Parish has been selected as the new editor of *The International Journal of Choice Theory and Reality Therapy*, effective in the Spring of 2010. The Journal will be put online and continue to be available to not only our dues-paying members but also to individual members and associations. It will offer two publications, in the Spring and Fall.

Tom earned his Ph.D. in human development/developmental psychology at the University of Illinois and subsequently became Reality Therapy Certified, (now



called CTRTC) specializing in the areas of mental health, educational counseling, and marriage and family counseling. He has authored or co-authored scores of RT/CT-related articles that have appeared in numerous professional journals, including the *International Journal of Reality Therapy*. He has an extensive background in designing and conducting research studies and developing strategies for the implementation of Choice Theory and Reality Therapy. WGI



Any correspondence, including paper submissions, should be sent to Tom at [parishts@gmail.com](mailto:parishts@gmail.com)  
You may also call him at (319) 230-9970 or (785) 852-1379.



[Where do these footprints lead?]

## Faculty Training at Ocean Springs, Mississippi Bench dedicated to the late Dr. Richard Furr

*Lucy Robbins*  
Senior Faculty

*. . . choose happiness.*  
— Dr. Richard Furr



*Front Row, left to right: Rod Keosler, Lucy Robbins, Rosemary Furr, Greg Pozzi.  
Second Row, left to right: Kelly Hornby, Jeanie Barent, Craig Kitto, Jerry Noel.*

The bench was dedicated to the late Dr. Richard Furr who served as this community's doctor for more than 50 years. He and Rosemary were certified in New Jersey. The plaque is inscribed with Dr. Furr's favourite prescription: <sup>WGI</sup>

*Exercise, eat healthy and choose happiness.*





## Research Pursuits Underway at Loyola Marymount University – Los Angeles

*Brad Smith*

Loyola Marymount University

The William Glasser Institute for Research in Public Mental Health continues to thrive at Loyola Marymount University in Los Angeles. Four separate Choice Theory research lines are underway involving the entire freshman class as well as judicially-sanctioned students, first-time alcohol offenders, and the CT-based, *MyEdge* living-learning community. For more information, research developments, and collaboration opportunities, please visit [www.lmu.edu/glasser](http://www.lmu.edu/glasser) <sup>WGI</sup>



*Front Row, left to right:* Linda Harshman WGI Executive Director, Dr. Lane Bove LMU Senior Vice-President, Carleen Glasser.  
*Second Row, left to right:* Bradley Smith, Dr. Kristin Linden Director of Student Psychological Services, Dr. Cheryl Grills, Psychology Department Chair, Francesca Piumetti Associate Dean.



## Pearls of the Arabian Gulf: Choice Theory® Captures the Kingdom



Bahrain is a fascinating archipelago of 36 islands in the Gulf of Salwa, located in the heart of the Arabian (Persian) Gulf. It is known as the Pearl of the Arabian Gulf, the 'two seas' which refer to the natural freshwater springs found within the salty seas used by famous pearl divers. Bahrain's past is rich with the first recorded history found in the third millennium BC when it was known as Dilmun, a paradise described in the Epic of Gilgamesh. Accession of Shaikh Isa bin Ali Al Khalifa in 1869 marked the beginning of a period of peace, stability and prosperity. Bahrain was no longer dependent upon pearling and became the pre-eminent trading centre in the Persian Gulf due to its strategic location. At the same time, Bahrain's socio-economic development began to diverge from the rest of the Persian Gulf and it transformed itself from a tribal trading centre into a modern state. The discovery of oil in 1932 and the 38-year reign of Shaikh Isa bin Salman Al Khalifa helped to develop Bahrain into a major regional banking and trade centre. Shaikh Hamad bin Isa Al Khalifa, Shaikh Isa's son, was proclaimed the country's first King and Bahrain a Kingdom in 1999 after a people's referendum voted overwhelmingly in favor. Saudi Arabia lies to the west and is connected to Bahrain via the King Fahd Causeway (1986). Qatar, to the southeast across the Gulf of Bahrain, is planning to build the longest fixed link in the world, the Qatar Bahrain Causeway, linking Bahrain and Qatar.

We now have the modern 'pearls' of the Gulf, the participants of an advanced intensive week, whose knowledge, skill and example serve as models for others in the Gulf region to learn and live Choice Theory®. The group's background is varied: business woman, medical doctor, teacher of Brain Gym® and consultant to autistic children and families, psychiatric counsellors, brought together for a common purpose of learning how choice and responsibility can effect changes in their lives. They plan to move through Certification with some intent on faculty training so that they may bring the message of Dr. Glasser's ideas to others in the region with commitment, determination and perseverance. Inshallah! God willing! **WGI**

*Jean Seville Suffield*

Senior Faculty

Sources:

Map & Pocket Guide: Ministry of Information Kingdom of Bahrain / [http://en.wikipedia.org/wiki/File:Coat\\_of\\_arms\\_of\\_Bahrain.svg](http://en.wikipedia.org/wiki/File:Coat_of_arms_of_Bahrain.svg)

Remember the theme we live by:  
after all is said and done,  
what do we have?  
We have each other.

*Dr. William Glasser*



*Left to right: Mona K. Al-Fajem, Yasmine Wael Buraik, Laila A. Alkadhem, Maysaa Wael Buraik, Zaina Sh. Buraik, Dr. Thajudeen H. Musthafa. Instructor: Jean Seville Suffield.*

## 83 Choice Theory Reality Therapy Certified Join Choice Theory Family

21 Fort Myers, Florida – July 2009

[Instructors: Bob Hoglund and Cindy McClung]

39 Newport, Kentucky – August 2009

[Instructors: Sylvester Baugh, Judy Comstock, Pete Driscoll, and Sarah (Sam) Elliston]

17 Dublin, Ireland – July 2009

[Instructors: Arthur Dunne, Suzy Hallock and Ken Lyons]

6 Singapore – September 2009

[Instructor: John Brickell]

## Welcome to 24 New Faculty

Takashi Isobe - Advanced Practicum Supervisor, Japan - August 2009

Toshiharu Iijima and Yoshi Watanabe - Senior Instructors, Japan - September 2009

[Instructors: Sumiye and Masaki Kakatani]

Judy Comstock – Senior Faculty, USA - September 2009

Nicole Carson, Robin Cuff, Nano Farabaugh, Karen French, Rula Mansour, Maureen Vinci - Practicum Supervisors, Newport, Kentucky - August 2009

[Instructors: Judy Comstock and Nancy Herrick]

Brenda Boudreau, Janet Fain-Morgan, Lisa Gareau, Janet Greene, Claudia Hitchcock, Fran Pearson, Mona Savoie – Practicum Supervisors, Newport KY August 2009. [Instructors: Ellen B. Gélinas and Kim Olver]

Andrew Kwek - Advanced Practicum Supervisor, Singapore - September 2009

[Instructors: John Brickell and Kwee Ong]

Ethel Koh, Evelyn Koh, Jacintha Lai - Advanced Practicum Supervisors – Singapore, June 2009. [Instructors: Garry Garnaut and Elizabeth Tham]

David Hyatt, Rebekah Russell, Jeffrey Steedman, Kalikamurti Suich - Advanced Practicum Supervisors, Australia - October of 2009

[Instructors: Garry Garnaut and Ivan Honey]<sup>WGI</sup>

Note: Instructors listed alphabetically.

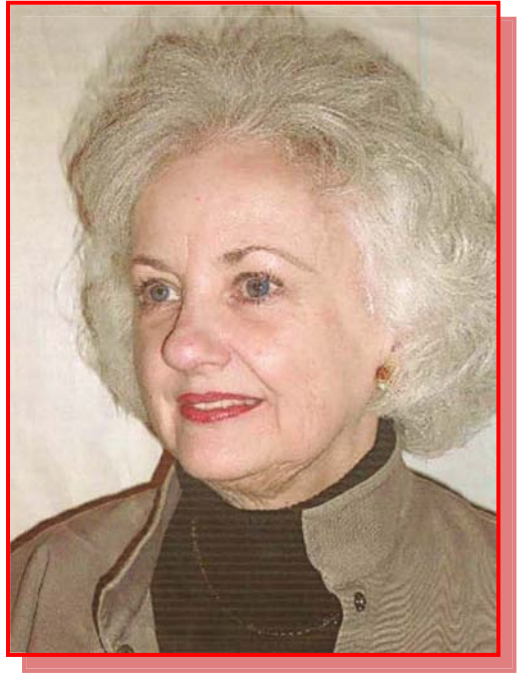


## Patti Beda Conceives SOS Peer Counseling Program Woodstock Union High School

Editor's Note: Originally written for and distributed by the Naren Journal, March 2009 and printed by permission of the author [Suzy Hallock-Brannigan].

During the 1985-86 school year, our school nurse at the time and English teacher Patti Beda expressed concern about school climate and the use of alcohol, marijuana, and other mood altering substances among high school students. Inspired to create programs which could add to our school system's abilities in prevention, intervention, and postventions for at-risk youth, Mrs. Beda identified a group of student leaders and began researching training programs which would eventually evolve into a peer support program.

Now called "SOS," the program Mrs. Beda invented is alive and well at Woodstock Union. Over time, Mrs. Beda and early peer helpers convinced the custodial staff to sacrifice a storage area which was furnished with donated chairs and a sofa, and later, a student artist painted murals on the walls. When Los Angeles based psychiatrist Dr. William Glasser published *The Quality School* in 1990, his recommendations for schools were clear: "There are a wide variety of ways in which students can help each other, from tutoring to counseling. One of the best programs is to train student volunteers to act as peer counselors. When a student with a problem is counseled by a trained peer, both are well served. The counselor gains from the learning the skills to help others, and the counselee gains from the counseling and also from being exposed to the role model of the successful student who does the counseling."<sup>1</sup> One of our program leaders this year, CJ Kimbell, said that he was drawn to try out for SOS "because it's a cool program, a good cause and a way to connect to the school, and it is great to be able to help people."



In fact, these comments and recommendations from Dr. Glasser and CJ have proved wise. Our storage-room-cum-office works out well and also affirms Dr. Glasser's admonition: "The peer counselors should always be available during the same day they are requested, and all students who will accept counseling from their peers should be given this opportunity." The SOS room assures that student counselors and counselees have a private and reliable place in which to meet. Further, the American School Counselor Association lends a national voice in support of such programs: "Students often communicate their problems to their peers rather than to parents, administrators, or school counselors. Peers can be selected and trained by professional school counselors in the areas of communication and helping skills through a carefully planned peer helping program." ASCA notes that such a program expands outreach and raises students' awareness of services. Provided proper selection, training, and supervision all exist, peer helping can be a positive influence within the community.<sup>2</sup>

[continued on page 32]



Did you know that . . . . . ?

Judy Comstock  
Senior Faculty



*Left to right: Nicole Carson, Judy Comstock, Patsy Volrath, Randi Szoke, Kim Olver.*

About 40 people from six states attended the Midwest Region fall conference hosted by Aspen Elementary School in Vernon Hills, Illinois on October 24, 2009. Aspen is a Glasser Quality School that clearly exemplifies quality learning.

The participants were treated to great presentations from many WGI Midwest faculty, including: Bob Wubbolding, Pat Robey, Kim Olver, Peter Driscoll, Nano Farabaugh, Nicole Carson, Rula Mansour, Jan Greene and Maureen Vinci. We had fun learning together and enjoyed touring Aspen Elementary. The picture below shows Judy Comstock's small group that was building a tower with index cards as part of Pat Robey's creative presentation.<sup>WGI</sup>





## Check it Out! WGI Schedule of Events



### Date

### Event

### Location

February 20 - 24, 2010

Certification Week

Los Angeles, CA

**July 2 – 6, 2010**

**Faculty Program**

**Nashville, TN**

July 2 - 7, 2010

Certification Week

Nashville, TN

**July 7 - 10, 2010**

**International Conference**

**Nashville, TN**

July 11, 2010

Professional Development Day

Nashville, TN

**August 13 – 18, 2010**

**Certification Week**

**Toronto  
[Richmond Hill]  
Canada**



**The time is NOW to register for your Certification Week!**

- |                          |                                 |
|--------------------------|---------------------------------|
| - February 20 – 24, 2010 | Los Angeles, California         |
| - July 2 – 7, 2010       | Nashville, Tennessee            |
| - August 13 – 18, 2010   | Toronto [Richmond Hill], Canada |

Go to [www.wglasser.com](http://www.wglasser.com) and register now online. Click on Upcoming Events. Scroll down to Certification Weeks. Print the form and then take care of payment. See you soon!

## Graduate Diploma in Reality Therapy

[continued from page 22]



Certification involves a minimum of 150 hours of training which is not sufficient according to CASA and PACFA's standards. Generally in South Australia more than 150 hours are offered by dedicated supervisors; however, the Manual of The William Glasser Institute states a minimum of 150 hours. CASA and PACFA require two years of post-graduate training. Membership applicants must have an appropriate degree or the equivalent. As a senior faculty member of the William Glasser Institute and as a registered CASA and PACFA member, I wondered if I could provide people with additional training in order to fulfil the requirements of the associations. In order to do that, I developed a course that lasts two years part-time. I refer to this course as Part B and I refer to Reality Therapy Certification as Part A. I have explained to every person who is working towards certification that Reality Therapy Certification means just that. It is not sufficient to be registered as a counsellor; however, if people complete Part B, then it will be possible to apply for CASA and PACFA membership. Part B involves a total amount of 425 hours which include 250 hours of field work of which 50 hours must be supervised. What I did not want to happen was that some members would lose their full professional registration because they did not have the required hours of training according to the new regulations. Neither did I want individuals and organizations alike to consider counselling with Choice Theory as a class 2 system. I believe that reality therapy training is of a very high standard and intensive and that Part B builds on it. From experience I know that Choice Theory counselling works!

In the beginning of 2008 with the full support and encouragement of the faculty support group, I started working on an application to PACFA to obtain registration of the combined courses Part A and Part B which is now referred to as a Graduate Diploma in Reality Therapy. In order to achieve that, our group had to become an organization. We call it the Institute for Reality Therapy SA Inc. PACFA organised a day in Adelaide to meet with us for a panel interview. The panel consisted of three members who talked with instructors and practicum supervisors as well as Part A and Part B students. It was a very demanding day.

The outcome was that after we were able to supply the panel with a student handbook, we received full recognition. The members of the interviewing panel were very impressed with the relationships we have with each other. They learned that students who have completed Part A and Part B have an outstanding ability to self-evaluate. This was mentioned to us at the end of the day. We believe that the outcome was very satisfying. We are included on the list of viable training options for people who are interested in the counselling profession and we are most excited about our success. What has been achieved is vital for Choice Theory counselling and those who practise it. Because the Graduate Diploma is now officially listed, we have already received requests for further information. I am teaching the Diploma course in Adelaide and next year I will be teaching it in other parts of Australia. Our success is a contribution towards realising the vision of The William Glasser Institute in Teaching the World Choice Theory. <sup>WGI</sup>

*Joan Hoogstad*  
Senior Faculty  
Australia

## SOS Peer Counseling



[continued from page 28]

Over the years, our school family has agreed with Dr. Glasser's direction: "Because this (counseling) takes time away from other things that the student counselor might do, there should always be enough students trained so that no one student is overloaded with this responsibility."<sup>3</sup>

In the earliest years of operation, the program trained nearly 20 students but later found that the number was too large for the supervisor to manage given the responsibility for caretaking indicated by ASCA. Currently, our school has settled on the arbitrary number of eight because we have an A/B block system of four blocks per day. SOS students who keep a block open to "cover" the SOS room are awarded a community service learning credit for their work (but not a grade evaluation so there is no impact on GPA or rank in class). Given these 80 minute blocks of time every other day, peer counselors donate over 120 hours of volunteer time. In addition, the supervisor plans a training session of 3 or 4 hours once a month so that most students donate a minimum of 150 hours to their school each year of service.

A current co-chair of the SOS program, senior Kelly McGinty, has served the program well for three school years. Kelly admits that she had to learn to separate herself from the students who needed her, and she had to learn when to refer a situation "upstairs." In fact, the ethics of program management indicated right from the start that SOS would need a Code of Ethics. To date, SOS continues to honor their own personalized Code written by students over 20 years ago and revised each year. In addition, they subscribe to the National Peer Helpers Code of Ethics. Peers are trained to know when a situation has to be referred to a licensed school counselor; most often the peer counselor will

accompany the student counselee to Counseling Services and remain in a confidential session as the referral is completed. Kelly now says that she never realized or thought that she would get as invested in the program as she has become. She said that having learned so many skills has actually benefitted her enormously: "I sometimes ask myself what would I tell myself if I came to me? The program actually recreates you too."

Over the years, we have found it useful to visualize the qualities we seek in an ideal peer counselor. Dr. Glasser teaches the notion of internal reference perceptions, or the notion of what you would like to have in the real world. Those perceptions actually begin in your imagination, in what he has come to call the "Quality World." A group of peer counselors under the leadership of Lindsay Hargis began to articulate the qualities they thought important. We have come to list these as follows:

**APPROACHABILITY:** From Dr. Glasser we took the notion of building a "we care" environment in our school. We wanted our school to be a place where students know they are important, where students could satisfy their needs, and most especially satisfy their needs to affiliate and belong. Kelly says that even as students may pass by an open door to the SOS room, she remains warm and friendly so that a student still unknown to her might perceive that she would be glad to see them and welcome them to the room. When we explain "approachability," we say that the peer counselor creates a warm and friendly atmosphere, that this student is kind to others and is seen as a reasonable person with good listening skills.

**CONFIDENTIALITY:** Borrowing many of the concepts of confidentiality from the professional literature and codes of ethics, we note the

[continued...]



## SOS Peer Counseling



underlying meaning of this word to indicate that the student seeking support “has faith with” the peer counselor. The peer counselor must understand that safety for oneself and others is paramount. At the same time, the peer counselor is able to set that zone of privacy which assures the counselee of confidentiality and private information is typically not revealed. The peer counselor is held responsible for being able to explain and practice the Code of Ethics, and there is an obligation to seek consultation and supervision in the same way a professional counselor must.

**PROBLEM SOLVING:** We seek creative problem solvers who have or are willing to learn negotiation skills.<sup>4</sup> We want the peer counselor to be able to brainstorm choices and possible consequences, always understanding that there may not be a perfect right answer but there may be many possibilities which will resonate with values and morality. The peer counselor has some understanding of moral development and thoughtfulness of others, s/he displays empathy and respect. The peer counselor asks meaningful questions and does not evaluate information prematurely but has an open mind. The peer counselor never diminishes the dilemmas brought for consideration and does not behave in a dismissive or minimizing way.

**FACULTY CONFIDENCE:** Our relationship with our teachers, coaches, advisors, and principals are important to us. Because SOS is seen as a forum for student support and leadership in our school, a peer counselor maintains a respectful stance with teachers and appreciates the value of an education. The peer counselor makes every attempt to see a counselee at a time which would not require either to miss a class; however, if a peer is in severe distress, the peer counselor knows how to

access the system in a way that absences may be understood. The peer counselor earns and deserves trust in the system and knows that decisions made by any SOS counselor reflects on the whole program. Candidates for SOS have no grade evaluations below a C for full participation; whenever vulnerable in a class, the peer counselor takes a leave of absence from SOS until such time that grade evaluations assure the staff and students of the importance of an education.

**INTANGIBLE QUALITIES:** We have always appreciated W. Edwards Deming’s description of an effective system: “A good example of a system, well optimized, is a good orchestra.”<sup>5</sup> SOS is like a symphony orchestra or building a band---every instrument or person is unique but all cooperate for harmony. In Ireland, there is a Gaelic expression which, when translated, means “Together we are strong.” In building an effective program, the SOS group reserves the right to seek intangible qualities and to rank them in priority for service to our school. Some students may have survived the death of a parent or grandparent or even a sibling and hence, have a deep awareness of grief and loss. Another may have grown up in a home with an addict or chronically ill person. Some may have sustained trauma or managed an ineffective choice well and are now wiser. Adolescence is replete with developmental challenges, and SOS appreciates those tasks and the important integration of acting, thinking, and feeling.<sup>6</sup>

Dr. Glasser supports supervision of a peer counseling program by a professional school counselor and it is the school counselor’s responsibility to assure constancy of purpose and training components. Though our training opportunities vary with resources in our community, over the years we have come to

[continued...]

## SOS Peer Counseling



value the initial concern which brought us together which is a teenager's experimentation with alcohol or other drugs. Every Fall (before the snow flies in Vermont and creates poor road conditions!), we travel together to the birthplace of Bill Wilson, a co-founder of Alcoholics Anonymous who was born in East Dorset.

We visit his grave (and the grave of his wife, Lois), have dinner at the Wilson House, and attend an open AA meeting in which one of the 12 steps is discussed. We deepen our understanding of mood altering substances with a study of the brain. This has become a ritual for us every year and is evernew because, of course, the special mix of attendees at AA changes.

During the school year, we also typically study dating and relationship abuse and violence, rape and trauma, cutting and self mutilation, gender diversity, and different ways of helping people. The fundamental theory which frames our program is William Glasser's Choice Theory which all of us are expected to know. We also welcome other ways to help people and we have studied Michael White's narrative therapy as well as art and music therapy. Every year we study suicide ideation in teenagers.

Choosing trustworthy program participants is a caution we honor annually as seniors graduate and move on. Over time and across groups, we revise and re-use our application process which always begins with a conversation with an active peer counselor currently in the program. A written application is required, and we still ask questions similar to those found sometimes in a college application: Who is your favorite character in film, fiction, biography, or current events and why? Who is your favorite hero/heroine and why? Have you ever taken a

difficult situation and turned it into something positive? What would you bring to the SOS program? The current SOS group reads all applications and decides how to build their symphony orchestra. Based on the application information, the group decides who they want to interview. As supervisor, I am available but I do not interfere with the interviews. The current group always designs their own questions and who will ask them. The same questions are asked of all candidates, and the current peer group chooses students to invite to a Training Retreat which is required of all participants.

During the Retreat, various activities and exercises are planned which teach Dr. Glasser's Choice Theory, ethical behavior, empathic responses, room and program management, and provides an opportunity for students about to graduate from high school to share their experiences in the program with new students who are about to become trained volunteers in service to their school. Many SOS graduates continue to contribute to their learning communities by serving as resident advisors at college. Some actually become professional counselors, social workers, mediators, teachers, and lawyers. One of the emerging leaders, Tyler Hogstrom, recently participated in an intervention with a peer in which Tyler was easily able to remain non-critical and non-blaming while delivering what we call a "core" statement (of the type seen in interventions as described by John and Pat O'Neil in *Concerned Interventions*): (1) expressing care and concern but no criticism, objective reality (here is what I see you doing), and exiting with empathy (please get some support for the challenge you are experiencing now).<sup>7</sup> Both Tyler and Michelle Ballou gave workshops to school personnel at the November, 2008 Governor's Leadership Conference.

[continued...]

## SOS Peer Counseling



I have supervised SOS since the 1991-92 school year. During these years, I have learned to remain alert to the needs of our school population and to arrange for training for the extraordinary students in SOS to be able to respond effectively to those needs. Experience has taught me that about one quarter of the school's population will access a peer counselling program in an organized way (and most often seen when a student goes to the SOS Room for support). Yet, the peer counselors integrate helpfulness and friendliness in all their endeavors---in the classroom, on the playing fields, and in all their activities. I have been surprised to learn that some of our teachers have actually sent students to the SOS room and peer counselor(s). I see all the varied ways SOS contributes to the life of the school---in hospitality in welcoming and talking with new students or prospectives, in outreach when we have sometimes visited elementary schools to talk about growing up and going to school in the big house," and by sponsoring grant writing to fund special visitors who may be of benefit to cultural literacy and management of challenging situations. One of the most appreciated was Vicky Crompton-Tetter, author of *Saving Beauty from the Beast*, who talked with our students about her beloved daughter's murder by a violent high school boyfriend. Britt Hogstrom, the SOS chair that year, went on to study at Goucher College in Baltimore, Maryland.

SOS peer counselors are unusual in that they meet the five qualities described herein, but they are nevertheless real teenagers who may have struggled with similar thoughts or emotions now presented to them by others. They have families, worries, values, and lifestyles which are current and real. I sometimes think it would be virtually

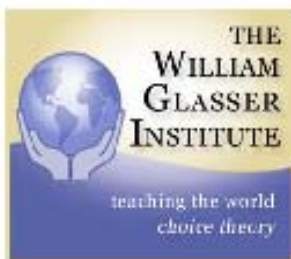
impossible to produce a counseling services program with such a wide umbrella to shelter our at-risk youth without the peer counseling component. And, I also believe almost all (if not all) teenagers these days can be "at risk" once in a while and we have a shared responsibility to show our care and concern. Dr. Glasser has always said that a "we care" message is the foundation of a quality education. Here at Woodstock Union, we share that opinion. <sup>WGI</sup>

### [END]NOTES:

1. Glasser, William, *The Quality School* (Harper and Row, New York) 1990.
2. The American School Counselor Association: The Professional School Counselor and Peer Helping (1978-2008), Position Statement (ASCA, 1101 King Street, Suite 625, Alexandria, VA 22314; website: schoolcounselor.org)
3. *The Quality School*, page 132.
4. Training in negotiation skills is a useful component for any peer counseling program. We use Attorney-Mediator Robert O'Donnell of the Woodstock Institute for Negotiations, Drawer 29, Woodstock, Vermont 05091 (802-457-3211).
5. Neave, Henry, *The Deming Dimension* (SPC Press, Knoxville, Tennessee), 1990.
6. These are three of the four components of Total Behavior as taught by Dr. William Glasser and explained in the *Choice Theory* text required in our program. See *Choice Theory* HarperPerennial, 1998), especially Chapter Four, pp 62-88.
7. O'Neill, John and Pat, *Concerned Intervention* (New Harbinger, 1993), pp 86-87 (Developing a Core Message).

### ABOUT THE AUTHOR

Suzy Hallock is currently the Director of Counseling Services at Woodstock Union High School in Woodstock, Vermont where she has supervised a peer counseling program based on the works of Dr. William Glasser for 18 years. A licensed school counselor in Vermont, Suzy is also an Instructor for The William Glasser Institute in Chatsworth, California and the liaison to The William Glasser Institute Ireland.



## 2010 Faculty Program Registration Form Nashville, Tennessee

I wish to reserve a space in the **Friday, July 2<sup>nd</sup> through Tuesday, July 6<sup>th</sup>**  
Nashville, Tennessee - Faculty Program  
(\*Friday July 2nd Evening)

☐ Practicum Supervisor Endorsement

☐ Basic Week Instructor Training

Register by **April 1, 2010**

Please check one: ☐ YES, I will be staying at the hotel ☐ NO, I will not be staying at the hotel

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Home mailing address: \_\_\_\_\_

City, State/Province, Zip/Postal Code, Country: \_\_\_\_\_

Place of employment: \_\_\_\_\_ Occupation: \_\_\_\_\_

Day phone: (\_\_\_\_\_) \_\_\_\_\_ Evening phone: (\_\_\_\_\_) \_\_\_\_\_

Fax: (\_\_\_\_\_) \_\_\_\_\_ E-mail: \_\_\_\_\_

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Dates/Locations of last program attended: \_\_\_\_\_

➋ Payment information:

☐ I am paying my \$100.00 U.S. deposit or ☐ I am paying in full (\$1,000.00 U.S.)

By ☐ U.S. bank check ☐ U.S. money order or Draft ☐ Visa/MasterCard/Discover (fill out information below)

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2. The cost for each phase of a faculty program is \$1,000.00 U.S.
3. To reserve a spot in the Faculty Program, please submit this completed form along with your non-refundable, non-transferable deposit of \$100.00 U.S. We can only accept checks drawn on U.S. banks. Please make checks payable to The William Glasser Institute. If you're paying by Visa/MasterCard, use the space provided above or register by phone.
4. Final confirmation of your approval to attend will be based upon meeting the pre-requisites for attendance, as outlined in the program syllabus. If there is no more space available, or, if there is an insufficient number of registrants, your deposit will be refunded.

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*Kathy Gibbs and Lisa Rogers Program Chairs*

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1. Dr. Glasser, Dr. Phil and Oprah: why is everyone tuning in?
2. Reality Therapy sounds great! Now how can I use it to help me?
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## Workshop Presentation Application Form

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### Workshop Details

Title \_\_\_\_\_

**Synopsis of workshop to include:**

(max 200 words, enclose as an attachment)

- purpose and nature of workshop;
- statement of the intended audience;
- how it is interactive or experiential;
- statement of objectives/outcomes

Max Size of Group:

**Audio visual aids requested:**

- ☐ flip chart/easel
- ☐ overhead projector & screen
- ☐ PowerPoint projector & screen
- ☐ special request

**Brief Bio and picture of yourself:**

(max 50 words, enclose as an attachment)

*We will only be choosing workshops that deal with innovative, real-life applications of CT/RT.*

**Criteria for Presenters:**

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We will accept 3 handouts (3 single pages) to be included in the program (enclosed with the application form as an attachment)

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### Conference Registration Form

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State: \_\_\_\_\_

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Name for Name Tag: \_\_\_\_\_

Guest Name: \_\_\_\_\_

#### Registration Fees:

Conference: \_\_\_\_\_

Pre-conference Intensive: \_\_\_\_\_

Youth Conference: \_\_\_\_\_

Guest Meal Package: \_\_\_\_\_

Basic Intensive Week: \_\_\_\_\_

Advanced Intensive Week: \_\_\_\_\_

Total: \_\_\_\_\_

For information contact:

**Nancy Herrick**  
(236) 768-0952

#### Registration Fees for Conference

(all sessions, two lunches, two dinners, entertainment and breaks)

Before 4/16/2010	Member: \$350	Non-member: \$375
After 4/16/2010	Member: \$375	Non-member: \$400

Guest Meal Package: \$260

Pre-conference Intensive: \$95

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Separate Registration Form for  
Youth Conference, Pre-conference Intensive, Basic Week and  
Advanced Week

#### Certification Week Participants and Seniors (age 66+)

Full Conference: \$335  
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Mail completed form and check to  
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#### Payment: Credit Card

Send completed form to

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Pay online <http://wgiconference.com>



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*Gaining skills to last a life time*

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**The Basic Intensive Week** is the first step in the certification process and is taught by Institute-approved faculty during the course of the International Conference. Learning how perceptions shape reality and understanding why we do the things we do are only two of the many goals of the Basic Intensive Week training. By participating in this introductory course, you will obtain a working knowledge of Dr. Glasser's ideas and learn how to apply reality therapy, choice theory and lead-management to your professional and personal life.

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The southeast Region of the William Glasser Institute is very excited to be hosting the 2010 conference. We know that Nashville and the Gaylord Opryland Hotel and Resort have a lot to offer and we look forward to the time we can share together during the conference. We hope that our website and the Gaylord website will help you get excited too. Take a look and enjoy! Watch your email for Conference updates. We are adding some new activities like Pre-conference intensives and Think Tank Workshops. "Ya'll come!"

Lucy Robbins, Conference Chairman



## Welcome to Kids Tuning into Choice Theory!

I look forward to welcoming all the youth to the Gaylord Opry-land Hotel in Nashville, Tennessee on July 7-11, 2010!

My name is Corinne Gleason and as the chairman of the Youth conference I will have the pleasure of spending time with you, enjoying various activities, and going to local places together!

In addition to being a Choice Theory believer and fan, I am a wife, mother, grandmother, sister, aunt, cousin, friend, and teacher. I have lived here near Nashville for 21 years and love the friendliness and beauty of this area and the people who live here. I have come to appreciate country music though I am

not a musical person myself. Maybe you are? If so, please bring your musical instrument (if you are able) and also bring music that you enjoy, and some country western clothing.

We will spend some time at the hotel which is large and almost like a little city in itself! We'll play some games, have a scavenger hunt which will lead us to a mystery guest or two, and maybe take a swim in one of the pools. We'll visit some of the attractions our city has to offer, like a music studio, a dance studio, Cowboy Town, and a few surprises! To share with others, we'll help out at a homeless shelter, maybe by making or serving food. We'll have fun, get to know each other, share our talents, and see some Music City sights.



## 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 William Glasser 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. **WGI**



You have uncovered the mystery!  
Everyone is going to Nashville in July 2010! Where and when is the Conference???????????

July 7 – 10, 2010

Gaylord Opryland Hotel and Resort  
Nashville, Tennessee

It's a date!

