

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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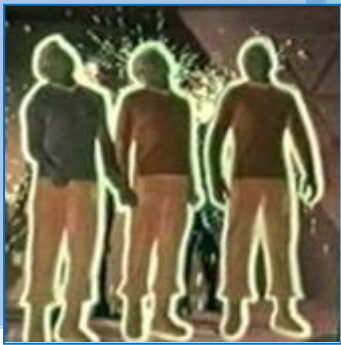
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Happy  
New  
Year!  
  
Peace for 2011!

## The Glassers in Cyberspace: Beam them up, Scotty!

Mr. Spock, please explain Choice  
Theory® to the Federation!



Bill and Carleen Glasser at The Fourth Annual Southern California Recovery Summit,  
November 6, 2010, Loyola Marymount University.

The Star Trek trio of Captain Kirk, Mr. Spock and Scotty beaming up the Glassers!

Even though we are fledglings, we have taken flight into the technology of cyberspace. We recently visited Helsinki, Finland and Dublin, Ireland via Skype. We really enjoyed it and would love to meet again with sizeable CT/RT audiences, as time zones permit. In order to stay connected with you, we have also begun to send out messages over the internet to share our thoughts and news about William Glasser, Inc. As you may now know, The William Glasser Institute and William Glasser, Inc. are separate entities and are in different locations. William Glasser, Inc. can now be found at 11444 Washington Blvd., Suite C, Los Angeles, CA 90066.

We are launching a beautiful new website at Inc. called [www.wglasserbooks.com](http://www.wglasserbooks.com) which should be up and running around the end of the year. In addition, William Glasser, Inc. has hired James Coddington, MSW, CTRTC, to oversee our new office space and man the website. Jim is a very personable, competent and busy addition to our office. He can be reached by calling 310-313-5800 or faxing 310-313-4900. His e-mail is: [wglasserinc@gmail.com](mailto:wglasserinc@gmail.com)

## The Glassers in Cyberspace

If you have not received an e-mail from us and would like to be on our list, please forward your e-mail address to Jim at the address above. If you have received an e-mail from us and choose to opt out of receiving any in the future, please let us know by clicking onto the opt-out selection which will appear in the next e-mail.

We really hope you choose to read the next e-mails we send you, because there will be some important announcements about the new web and three new books we are working on for publication in the near future. We have also remastered to digital format many of the vintage and historic Glasser 16mm films, reel-to-reel audio tapes and VHS videotapes found in storage. It was fascinating to watch them again and see the progression yet stability of these ideas. They seem to have endured the test of time.

We hope you will be patient with us as we learn how to navigate this new adventure. May all your efforts to teach the world Choice Theory, the New Psychology of Personal Freedom, succeed and be fruitful. Hope you have had a happy, healthy and safe Thanksgiving! The New Year is almost here.

*Dr. & Mrs. Glasser*



Carleen & Bill Glasser in Ireland  
for the October 2010 Convention via Skype.



### Newsletter Design

Articles are presented in alphabetical order by author. Subsequent article(s) by the same author may be found later in the newsletter. Spelling may vary depending on the country of origin. This Newsletter is designed and

presented by  
Jean Seville Suffield, Senior Faculty,  
The William Glasser Institute.



Quiz Question No. 1: Who owns the copyright to Star Trek, Star Fleet and the United Federation?



## In Memory of Lynda Harper, CTRTC Colleague

Wendall Walker  
Senior Faculty, WGI

Our friend and CTRTC colleague, Lynda Harper, died in Atlanta on October 21, 2010. She was truly a wonderful person, liked and loved by everyone. Lynda was one of the key people in Georgia in the early days of the build-up of the elementary school counseling program, along with Jeannine Goethe, who is also CTRTC.

Lynda was a significant advocate of Dr. Glasser's work and the mission of The William Glasser Institute. She met Bill and Carleen, when I sponsored them in Atlanta for the second publication of *Staying Together*, a one-day program. I believe that Lynda had also seen Bill many years earlier when he was primarily doing Reality Therapy programs.

Lynda took her Basic Week [Basic Intensive Training] with me in Atlanta, the Advanced Intensive with Jeanette McDaniel in Atlanta, and her Certification in Austin, Texas with Dr. Jim Whitehead. Lynda had wonderful things to say about both Jeanette and Jim as well as the whole process leading to certification.

I saw Lynda several times this year when she was in the hospital. She was always so gracious and kind to hospital staff, teaching them Choice Theory from her hospital bed.

We have lost a wonderful person!

---

In Memory of Lynda Harper!

Live as if you were to die tomorrow.  
Learn as if you were to live forever.  
- Mahatma Gandhi  
Indian Philosopher 1869 - 1948





## Newly-Formed WGI Advisory Board Coming Soon - January 1, 2011

The new Advisory Board Representatives have authored books and/or articles within their own areas of expertise. We are looking forward to their willingness to serve in order to promote the ideas of Dr. Glasser within their respective regions.

Here they are in Starring Roles:



Judy Comstock brings her experience of facilitating all levels of training and faculty programs along with her organizing skills. She co-hosted the 2004 International Conference in Schaumburg and will help coordinate the July 2011 training and conference in Chicago. Judy has attended almost every international conference since 1996 and has built relationships with CT colleagues around the world. Judy will represent the **Midwest Region** [IL, IN, KY, MI, MN, OH, WI] and may be reached at [judycomstock@midco.net](mailto:judycomstock@midco.net)

Cindy McClung provides insight into ways of developing the Glasser Quality School model. As Coordinator for Quality Processes for the School District of Lee County, Cindy serves as a Sterling Examiner for the state of Florida and also helps with negotiating differences. Cindy will represent the **Southeast Region** [AL, DC, FL, GA, NC, PR, SC, TN, VA, WV] and may be reached at [CindyKM@LeeSchools.Net](mailto:CindyKM@LeeSchools.Net)



Thomas S. Parish offers notable skills in conflict management and served as the Assistant to the Dean of the College of Education at Kansas State University. As Editor of the *International Journal of Choice Theory® and Reality Therapy*, Tom receives, reviews and revises manuscripts for the *Journal* which requires highly effective communication skills. Tom will represent the **Mid-America Region** [AR, IA, KS, MO, NE] and may be reached at [parishts@gmail.com](mailto:parishts@gmail.com)

Bob Hoglund brings website design and knowledge of the history of all WGI programs through his years on the Professional Development Committee and Faculty Program Revision Committees. As Consultant and Trainer, Bob records and publishes YouTube presentations and PowerPoint videos available worldwide. Bob will represent the **West Region** [AZ, CA, HI, NM, NV] and may be reached at [bob@bobhoglund.com](mailto:bob@bobhoglund.com)



## Newly-Formed WGI Advisory Board



Thomas K. Burdenski provides skill in the area of studies and research which demonstrates the impact of teaching Choice Theory to students. As a Glasser Scholar and Assistant Professor of Psychology and Counseling at Tarleton State University in Fort Worth, Texas, Tom teaches Choice Theory to counselors-in-training and plans to offer the results of a study in this regard. Tom will represent the **Sunbelt Region** [LA, MS, OK, TX] and may be reached at [burdenski@tarleton.edu](mailto:burdenski@tarleton.edu)

Mary Graham offers experience in the review and funding of grants and in facilitating qualitative and quantitative research. As a Glasser Scholar and faculty member at Seattle University, Mary brings skills in the area of developing a framework of counselor supervision based on Choice Theory and Reality Therapy. Mary will represent the **Northwest Region** [AK, ID, OR, WA] and may be reached at [mivais@hotmail.com](mailto:mivais@hotmail.com)



Susan I. Tomaszewski brings the expertise of staff developer in the areas of school and professional development. As the staff development specialist for the Orleans/Niagara BOCES Center, Sue coordinates sessions in the areas of *homework* and *grading* and has coordinated with the public television to produce a quality script and edited copy of Dr. Glasser's presentation on these topics. Sue will represent the **Northeast Region** [CT, DE, MA, MD, ME, NH, NJ, NY, PA, RI, VT] and may be reached at [stomaszewski@onboces.org](mailto:stomaszewski@onboces.org)

Frank E. Dunn provides a clinical background in counseling and proficiency in the use of online and Skype technology. As an experienced advisory board representative, Frank provides balance in seeing both sides of a question which moves the issue toward a negotiated outcome. Frank will represent the **Mountain Region** [CO, MT, ND, SD, UT, WY] and may be reached at [fedunn38@msn.com](mailto:fedunn38@msn.com)



### Welcome & Best Wishes to the Newly-Formed US Board!

The next U.S. Advisory Board will be meeting  
January 28 & 29, 2011 in Los Angeles!

Quiz Question No. 2: On which television network did the First Season of *Star Trek* air?





*Linda Harshman*

Executive Director

The William Glasser Institute



The Institute is moving forward with changes in procedures, roles and responsibilities. Change is always unsettling but I sincerely expect that with it will come a revitalization of our organization. Here is where we are at the present time:

- All orders and processing of products – Dr. Glasser’s books, audios, videos, etc – are housed and processed by William Glasser Inc. (See Jim Coddington’s message on Page 20). The Institute does not sell or ship any products.



Marcia Steil

- As many of you know, we have a skeleton crew at the Institute office now. When you call, you may get a voice mail as Marcia (who is part-time) and I are the only ones here. Please leave a message and we will return calls or communications as soon as we can.

- The Institute Chatsworth office, our home since 1994, has resided in an office building in Chatsworth, California. Management has put our space on the market for rental. Given the present economy and the time of year, it is unlikely we will be moving by the end of the year unless we are fortunate enough to find a renter. In any case, I do want to be in a position to move to part-time employment by then, either from the Chatsworth location or from home. My role will be to supervise the various transition pieces, serve on the PDC and on the Legal Board for a period of time.

This brings me to further clarification of roles and responsibilities which I have already detailed in various emails to dues-paying members of The Institute.

In order to move to a part-time position, several of the pieces of my role and the role of The Chatsworth office were redefined. On behalf of the Legal Board, I asked specific individuals to take on tasks for a period of one year which would be within the same time frame of the new US Advisory Board of Directors. We knew that some major changes were necessary in order for The Institute to survive in the future, given the present economy, the drop in the number of attendees at our training, and the reality that Dr. Glasser has retired from making major presentations around the country.

This has certainly brought to the fore the need to focus also on the preservation of his ideas and hence the creation of the International Board of Directors. (See Brian's article on Page 26 in this newsletter). This Board is an interim one until the new one is formed. The next year then will be a very important time to test new directions for the organization given the changes.



- **Terry Hoglund** is responsible for coordinating all paperwork including data entries and monies for intensive training that takes place worldwide. For training that occurs **in the United States**, all applications would be sent to her office. Instructors need to contact her at least two weeks before the training occurs and let her know the expected number of participants or if a training session has been cancelled.
- Terry's office will also be responsible for issuing CEU's for The Institute so paperwork for that should be sent directly to Arizona. She, of course, would not be issuing credit until payment for the training is received and participants have been entered on the system. Terry will also be communicating with the website person on **open** trainings that have been registered with her. [I am calling upon the help of Board Members in regions to help facilitate the records and payment reaching the Arizona office in a timely manner. As many of you know, Terry does have a full-time job during the day].
- For training that occurs in countries outside the United States, I have asked **Jean Seville Suffield** to take on the role of **International Communications Consultant** and help to standardize procedures and processes for receipt of paperwork and monies in Arizona. Jean has worked in many countries and is aware of some of the individual procedures. This role will tie in well with her responsibility of the newsletter so it can take on a much more international flavor.
- As you know from the last email communications, Pat Robey was to take on the role of the U.S. **Communications Consultant** in the transitions, i.e. being in touch with the new board and working with the PDC team. From the beginning Pat was upfront and unsure whether she would really have the time to do the kind of job she would want to do, because of her many other personal, university, and private practice responsibilities. She did decide recently, based upon some additional university expectations, that she should resign from the Institute position. I appreciate the role Pat has played already in communicating with new board members and the PDC. Thank you, Pat! Your contributions were invaluable and I appreciate that you will be available for periodic consultation in the future.
- I contacted **Kim Olver** after that decision and asked her if she would be willing to take over the piece that Pat had planned to do. (I had had various dialogues with Kim about utilizing her many skills in some way with The Institute). This was before she applied to the new Advisory Board and had been chosen as the candidate for the Midwest. The long and short of the exchange was that Kim was in support of Judy Comstock continuing for the year as the Midwest Regional Rep and Kim would assume the role of **Communication Consultant for the US** and work with me, the Board and the PDC.





- **Judy Comstock**, as the **US Institute's Certification and Faculty Program Consultant**, will be the link with regions sponsoring both of these programs. Judy's role will be to ensure consistency in regions' registration of participants, communications, collection of monies and preparation materials before and after the event. Judy has a copy of our database and can check eligibility issues of potential attendees at faculty programs. On behalf of The Institute, she will be sending out certificates and acknowledgement letters to successfully endorsed faculty.
- **Bob Hoglund**, as a consultant to the PDC, has a report on Page 14 in this newsletter about the survey. As many of you may know, Bob has several ongoing teaching commitments and is the new West Region Advisory Board member. However, he will be very helpful in his role as **Program Development Consultant** with various projects The Institute decides to do.
- Finally, Bob Wubbolding, Director of Training, will continue to be involved with US Advisory Board and PDC Meetings and help with the coordination of various research endeavors around the world. He will also be a major contributor to the production of teaching material which will be available on line at The Institute site. He will also attend at least one certification session during the year and be present at others if it is deemed financially feasible by a given region.

On another note, we had a dynamic US Advisory Board Meeting in November. Thank you for all of your contributions at that meeting and throughout the years you have served on the Board. We hope you will continue to stay active in the region and assist the membership and the new 2011 Advisory Board as we move to implement major changes in the structure of The Institute.

Some of the issues will be brought forward to the meeting in January: Institute Life Membership, CEU's (tied to *The International Journal of Choice Theory® and Reality Therapy*), use of webinars, marketing etc. along with discussions about our vision for the future of The Institute and the roles of the reps for 2011.



Happy

New

Year!

# Professional Development Committee Report

Dr. Robert E. Wubbolding, Chair  
Professional Development Committee



On November 12 & 13, 2010 the **current** Advisory Board held its last meeting. The **new** Advisory Board will begin its service January 1, 2011. Its first meeting will be held early in the New Year; therefore, the Professional Development Committee will be replaced by the Professional Development Team as described later in this newsletter.

I wish to thank the committee members: Linda Harshman, Judy Comstock and Frank Dunn. Our time together has been joyous, productive and filled with a deep sense of belonging. The meeting held November 12 & 13, 2010 included discussion on the following topics:

## **Glasser Quality School:**

Contact with each quality school revealed that 19 of the 22 schools listed on The Institute website still wish to be identified as GQS's. Board discussion focused on several subtopics;

1. After twenty [20] years of quality school promotion, there are only nineteen [19] schools wishing to retain the title. The Institute needs to explore the reasons that so few schools have chosen to adopt CT/RT/LM.

# Professional Development Committee Report



2. The lack of connectedness among the GQS's is striking and illustrates the fact that someone from The Institute be the "go to" person for the schools. In this way, organizational accountability would be established and addressed on an ongoing basis.
3. The issue of whether the schools should be charged a fee for retaining the title "Glasser Quality School" was discussed with *pro* and *con* arguments presented.
4. Future energy should be focused on the effective marketing of the GQS. Educators generally want better classroom management and increased student achievement measured by standardized test scores. In addition, the question remains, "Can we help teachers believe that CT/RT/LM addresses and satisfies these wants?"
5. The discussion continued on how to measure the outcome of CT/RT/LM interventions and what validating research should be required.
6. Improving communication among schools could include the creation of a Facebook link, a GQS blog, and other electronic technology. These systems could include anecdotes describing successes, research data, and the re-initiation of an organization similar to the former GQS Consortium.

In summary, if the Glasser Quality School model is to survive and flourish, structural changes will need to be made. This issue will be discussed further at the January 2011 Advisory Board Meeting.

## 3-Day Intensive Trainings

From January 10 until mid-October 2010, there were:

Twenty-six [26] intensive four-day trainings conducted with 174 participants;

Forty-four [44] intensive three-day trainings with 433 participants.

Comments from Seven [7] Instructors of 3-day Intensive Trainings:

- Endorsed unanimously
- Practical
- Viable
- Quality experience for participants.



Ratings from Participants in 10-Participant Trainings to the Following Question:

With all things considered such as time away from work and home, etc., to what degree are 3 days of training satisfactory? Rate your experience on a 5 point scale with 5 being the highest rating of satisfaction."

# Professional Development Committee Report



## Results:

- 80% or 8 out of ten rated the training as a 5.
- 20% or 2 out of ten rated the training as a 4.

From this sample, it appears that 3-day intensive trainings are legitimate trainings that qualify as Basic or Advanced Intensive Trainings leading to Choice theory/Reality Therapy Certification.

Once again, I wish to thank the Professional Development Committee for their dedication, persistence and for their frank and open exchange of ideas. It has been a pleasure to work with them. I hope to see everyone at any regional as well as international conferences that will be held in the future.



## Schedule of Events

Now showing . . .



Spotlight on Schaumburg Conference

The Beat Goes On

Conference Option – Midwest Region USA [Summer 2011]

Schaumburg, Illinois July 7 – 9, 2011

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

Thursday evening's opening session will feature **David Betz** in an interactive group drumming entitled *The Rhythm of Choice Theory* with Bob Wubbolding presenting the keynote address on Friday morning.

Sunday morning Professional Development will focus on role-playing skills and will be led by Bob Wubbolding.

**Early bird** registration by May 1: \$270 US

**Regular** registration: \$300.

Registration forms and hotel registration for the conference will be posted on the WGI website and will have a link to our Midwest website. **See Page 16** of this Newsletter for **Certification dates and Faculty Programs!**



## Report from the Chair

Frank E. Dunn, Chairperson

Advisory Board Meeting, November 2010



It was a great honor to be asked to chair this historic meeting of The William Glasser Institute's Advisory Board of Directors' Meeting on November 12 and 13, 2010 in California. As you know, The William Glasser Institute is going through a major transition as it adapts to the administrative, technical and educational demands for a 21<sup>st</sup> century approach to teaching Choice Theory® to the world. As part of this transition, the Advisory Board, which has served The Institute well since its initial organization in 1981, represented North America in that Canada was considered to be a region and, therefore, was represented on the board of advisors. Canada is now its own entity since mid-October and is working on transition details like other countries internationally. We owe a great debt of gratitude to the many men and women who have guided us through the last three decades and welcome the new board members who will carry on the traditions of quality, support and innovations for the future. The newly-formed board, which will meet in the new year, is comprised of members representing the eight (8) regions of the United States and will be referred to as the U.S. Advisory Board, as of January 1, 2011.



*Front Row, Left to Right: Carleen Glasser, Bill Glasser, Linda Harshman  
Center, Left to Right: Georgellen Hoffine, Judith Claps, Frank Dunn  
Back Row, Left to Right: Bob Wubbolding, Judy Comstock, Lucy Billings Robbins,  
Patricia Robey, Tom S. Parish, Emerson Capps*

I would like to thank profusely the present advisory board members for making this last meeting a huge success. The atmosphere of the meeting was one of encouragement and enthusiasm for the future. Many excellent ideas for developing The Institute's mission and financial viability were expressed and discussed. At the end of the meeting, we had a closure experience in which each member was given the opportunity to express his or her thoughts about our meeting and their future involvement with The Institute. If their statements of commitment were any indication of the energy and enthusiasm of our general membership, we are going to have a great future together.

My personal message to our extended CT/RT family is that, while change is hard, and misunderstandings and disputes are part of the human experience, we all are committed to the mission and will continue to work together to develop The William Glasser Institute to its full 21<sup>st</sup> century potential. As we learn from the past, let us move forward with full confidence that there are great times ahead.

# Program Development Consultant – Survey Report

Bob Hoglund, Senior Faculty  
Program Development Consultant - WGI



To: The William Glasser Institute Advisory Board  
From: Bob Hoglund  
Date: November 11, 2010  
Subject: Program Development Consultant Report on the Survey

We had 252 people participate which was 38% of the targeted group. A survey return of 10% is considered acceptable within the industry, so we are very pleased with the participation. With the exception of applications for training videos, I have listed the top three ratings from each question.

Participants were encouraged to mark all applicable responses, so totals exceed 100%.

## ***What would motivate you to take an online class?***

Professional Development	90.5%
Personal Development	75.9%
Cost	70.3%



## ***Online Class Topics***

Choice Theory/Reality Therapy	83.4%
Parenting	75.7%
Relationships	75.3%
Classroom Management	74.5%

## ***Post-Certification Classes***

Personal Growth	63.6%
Individual Counseling Applications	48.1%
Interpersonal Relationships	45.3%



## ***Purchasing Training Videos***

Individual Role-Play Demonstrations	70.8%
Lecture/Discussion/Summaries CT/RT	61.6%
Couple Counseling Demonstrations	54.1%

***Innovative ways to teach CT/RT*** 73.5%  
(Needs, Quality World, Procedures, etc.)

# Program Development Consultant Report

## ***Length of video clips:***

6 – 10 minutes	55%
11 to 15 minutes	50.7%
1 – 5 minutes	36.8%



During a recent phone conference, the Professional Development Committee discussed and agreed on these short-term goals:

1. Provide video clips that can be used on the web site for promotion of the effectiveness of CT/RT.
2. Create video clips that can be purchased for use in marketing or training.
3. Develop demonstration role-play videos and/or activities for training.

Develop short, online classes that would peak interest and motivate someone to attend a Basic Intensive Training, continue with training, or eventually take a more formal online class.

We are asking our instructors to answer the following questions:

1. What unique method or activity (maximum 15 minutes) that you use to teach a specific topic do you believe others would be willing to use in training? Possible topics are needs, quality world, perceptions, total behavior, procedures, etc.
2. Do you currently have this method or activity on video that could easily be embedded into a presentation or training?

If you have either or both of the above, please submit this information to me for review at [bob@bobhoglund.com](mailto:bob@bobhoglund.com) or mail to 1849 E. Guadalupe Re. Ste C101 PMB 120, Tempe, AZ 85283. My telephone number is (480) 861-3116. This will help us meet our goal of having a number of video clips available on the Institute website by the first of the year.



To help us accomplish this goal, we have developed the following process:

1. Faculty members are asked to e-mail (attach) or mail a description of the topic/activity **by December 31, 2010** and answer the following questions:
  - a. What is the learning objective?
  - b. How long is the video or activity?
  - c. If you have video, is it strictly for viewing, or do training participants interact with the video?
  - d. What evidence/data do you have that participants learn the stated objective and enjoy the video/activity?

## Program Development Consultant Report

2. Members of the Professional Development Committee will select a few applications to follow-up by **January 14, 2011**. If an application is accepted, we will ask for them to submit the entire activity and/or video.
3. The PDC will make a final decision on which activities/videos to make available.

During the next year we will collect feedback and analyze the effectiveness of the activities/videos. At the end of the year we will conduct a review and decide how to proceed based upon the data analysis.



### Schedule of Events 2011

#### US Advisory Board Meeting

US Advisory Board

January 28 & 29, 2011

Los Angeles

#### Certification

- \* **Los Angeles** – Saturday, February 12th (eve) – Wednesday, February 16<sup>th</sup>

Register online and send application to Terry Hoglund in Arizona  
as noted on the application!

- \* **Schaumburg, Illinois** – Saturday, July 2nd (eve) – Wednesday, July 6<sup>th</sup>  
[Site of International Conference in Schamburg – details on page 12 of this Newsletter.]

Register online and send application to Judy Comstock as noted on the application!

#### Faculty Programs

- \* **Schaumburg, Illinois** – Saturday, July 2nd (eve) – Wednesday, July 6<sup>th</sup>

Contact Judy Comstock at [judycomstock@midco.net](mailto:judycomstock@midco.net) to check on the specific  
Faculty Programs being offered!



## Positive Choices, One Bite at a Time



Fayette Baird, CTRTC

Here at the California Institution for Women (CIW) we have a self-help group titled Win-By-Losing. This is a group of women dedicated to making positive choices about how they fuel and energize their bodies, the “Choice Cuts.” We have combined weight loss and Choice Theory to put an added emphasis on exercise and healthy eating habits.

Using the following metaphor, let’s see how this concept is put in motion: Consider your body the most incredible car you have ever wanted. Would you put sugar, or any other contaminant, in the tank of this car? Of course not! So, why would you do the same to your body? We have to drive these bodies through the rigorous courses of life. I like to tell the “Choice Cuts” that their bodies have to be as hard as their lives. We are in prison; thus, we should be diligent, working out, eating right as if our lives depended on it. Food is our fuel, exercise our tune-up. Sounds simple...but, this is not the case.

In our Win-by-Losing group, we tackle food as an addiction. We learn about the effects of years of bad eating habits such as the craving for sweets, chocolate, chips, sodas and many other toxic substances we willingly, joyously, blindly toss into the tanks of our body-cars. In our group, we use the awareness afforded by Choice Theory to stay conscious of what we are using to fuel our bodies. We try to eat for life, not to live to eat (JUNK). Choice Theory concepts open our eyes to the fact that we are in total control of what we eat—even in an externally controlled environment such as a prison setting. Yes, our diet is set and we are limited in the choices offered for consumption, but even in this arena—we do make the ultimate choice as to what we put in our bodies—these incredible machines that we are counting on to carry us through life. In this, there is no hiding from the truth. What we eat is right in our faces. We are the proof! So, we take a hard look at where we are and make conscious efforts to grapple with this problem and overcome it, while acknowledging it is truly an enormous undertaking.



The women in the Win-By-Losing program are learning that if they can take control of their bodies-cars, perhaps they will be empowered to take a stand in other areas of their lives. As the sponsor of this group, I cannot help but think that a stronger woman— a woman who exercises her choices in such a hard-to-control area and embraces her accomplishment will leave this prison armed with a tool to help her become successful on the outside. I ask them to take a hard, long look at themselves, to be honest, and then see themselves as the ultimate drivers of their lives, in control of their body-cars. And if all else fails, I ask them, “What is your gut telling you?”



## Letter from Sarah – Part I

Sarah Clark, CTRTC

September 1, 2010

Dear Bill, Carleen, and colleagues at The William Glasser Institute,



I have retired from teaching this year and want to take some of my new *free time* to thank you for the gift of CTRT, and share a bit of what it has meant to me and my students. I think it was eight years ago that I was introduced to CTRT by Eric Newton who was the superintendent of our school district then and CTRTC.

I remember the time quite clearly. I had taken a new position at the Elementary Community Day School, a program for students who have been expelled from the local public school. My students were out of control. I was crying every day. Looking back, I can see that I was doing things that were making the situation worse, but I didn't know that at the time. I was terrified, afraid of losing my job, and hoping I could lose it, anything to stop the pain of seven hours a day with rude, wild kids! To top it off, I had an aide who was *very much* into external control and thought I was a bad teacher because I wouldn't/couldn't whip the students into shape. It was a challenging time, to say the least!

Eric showed me the CTRT mind map and asked that question I have now come to know and love, "What do you want?" Over the next years I took the CTRTC classes and became certified. With his help and the classes, I began trying new ideas, new actions, and slowly I learned how to handle myself in the classroom and then how to assist the children in meeting their needs in ways that would allow them to return to the regular school. It took years, and all the training I could get, to learn to be a competent teacher, but it was well worth the effort. I am so grateful that CTRT was there when I so desperately needed it!!!

One of the great things about CTRT is that it is understandable and relatively easy to use. I find different aspects of the theory appeal to different people in various circumstances. When I was *flaming out* in the



classroom those first years, the line of questioning, "What do you want? What have you tried? How has it worked? Would you like to try something else?" was a lifeline for me. As soon as a student would behave irresponsibly and I'd start getting upset, I would ask the questions in my head. Simply thinking them enabled me to calm myself which, in turn, helped the students calm down. I would also answer these questions every evening as I was planning for the next day. I see now that I was training my brain to recognize and be aware of the *control system loop*.

## Letter from Sarah



After years of using CTRT with myself, I began teaching it to my students. By the time I retired, my students and I were working as a CTRT team. I hope the stories that follow will translate some of the lively joy and dynamic growth that CTRT has brought to me, my students, and even other people in our building.

### Changing the Picture



Quality world pictures, as you point out in the book, *Choice Theory*, influence our lives greatly and are hard to change, even if they are creating problems. The change in my QWP of myself as a teacher was critical to my becoming an effective teacher of behavior disorder students. The picture I started with had me teaching sweetly and creatively with students speaking politely and caringly BECAUSE they were in my presence. I expected to have that effect, just by being in the room. So, I kept trying to be sweeter and nicer. Obviously, their response did not match my picture!

After three or four years of teaching my students and studying CTRT (becoming aware of the feedback my system was giving me) my Quality World picture changed. I now saw myself as a helper, kind of a fellow traveler, sharing information. I welcomed whatever troublesome behaviors students had. I was no longer the powerful person who could magically render them *school appropriate*. I was the provider of limits and consequences and the helper, who had some insights they might want to consider. I started telling kids, “This is the place to have a tantrum, lie, cheat, steal, call out in class, refuse to work, etc. We can help with those things here. Over at the other school, they don’t have time, but we do.”

What a blessing that was!! What a weight it lifted off of me and the students. We were all free to grow and learn and share ideas for making our lives better!

### Roads: Chad teaches us how to build roads!

Chad, a bright 4<sup>th</sup> grader, was often oppositional and had many avoidance behaviors. One day when he didn’t want to do his math, I said, “I guess you’re kind of at a fork in the road.” He was familiar with the behavior car. I drew it on the board, along with the scale and asked for his quality world picture of what he’d like to be doing right now. I filled in the tipped scale with that information and then asked about his emotions and how his body was feeling, and filled in the back wheels. Then I asked for his thoughts and actions.

The rule in the classroom is that all work needs to be completed at school. If a student can’t or won’t do the work at the assigned time, he/she meets with me at the next free time to share perceptions and make a plan for completing assignments that will work for both of us. So, I drew two roads extending from the front of the car, one going to, “Meeting with Mrs. Clark,” and one going to “Free Time Activity.”

[Continued on page 40]

## Greetings! Fellow Choice Theory Advocates

Jim Coddington, MSW, RCAS, CTRTC

I've been privileged to oversee and engage in efforts to expand the mission of William Glasser Inc. to teach the world Choice Theory. Simply stated, my major responsibilities are to promote and process the sales of materials pertaining to William Glasser Inc. Initially, I want to express a sincere and heartfelt note of gratitude to Dr Glasser and Carleen who have entrusted me with such an auspicious undertaking. I am honored to have them both encamped in my Quality World as mentors, confidants, and dear friends. I am also thankful for those

that have adeptly managed William Glasser Inc. prior to our move from the Chatsworth office. I am eternally grateful to Linda Harshman, Gene Madden, Marcia Steil, Sue Brown, and Stacey Morrison. They handed over the keys of a great car that we're now polishing up, upgrading the engine, and dusting off a few suitcases in the trunk that include historic material recorded on 16 mm film and old reel to reel tapes. We've encountered some growing pains during our enthusiastic transition. I appreciate your patience and understanding as we venture out into the manifestation of a vision whose sole intent is to promote the work of Dr Glasser and his philosophy.

Being in the presence of Dr. Glasser has inspired me in countless and invaluable ways. I find that being in Dr. Glasser's presence is similar to being in the shadow of a Carl Jung. I find many similarities between these two visionary icons. I also believe that Dr. Glasser's work, similar to Carl Jung, will not be fully appreciated, nor fully realized in his lifetime.

As a participant in various sacred Native American traditional ceremonies, I have had the good fortune to study with numerous elders who have generously shared their knowledge with me. I have internalized many of the cultural customs and values passed on by these wise people. In this culture, of the First Nation, there is a belief to treat elders with reverence. This is complemented by a willingness to be of service to such esteemed mentors. I have also sensed an unspoken understanding that elders present themselves in a way that brings honor to "the people." I have seen Dr. Glasser and Carleen in various settings and I choose to be increasingly inspired by these "elders." As I see it, the way they regularly conduct themselves, both in their personal and professional lives, "brings honor" to Choice Theory® psychology and all it represents. By passing on such information through their words and deeds, I am profoundly grateful!

**Looking for Dr. Glasser's books and other materials online?  
Including *Choice Theory® in Motion* by Alex Gittinger!**



Jim Coddington, William Glasser Inc.

310-313-5800

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



Gathering Purple Sage in the Santa Monica Mountains,  
with Buddy, a sweet Chow/Afghan mix.





# Slí Eile: Choice Theory & Setting Up a Residential Community Farm for People Experiencing Mental Health

Joan Hamilton, CTRTC



*Front Row, Left to Right: Caroline O'Grady, Geraldine Creamer, Joan Hamilton  
Center, Left to Right: Jeremy Irons, Award winning Stage & Screen Actor, Geraldine Hamilton  
Back Row, Left to Right: Ursula O'Keefe, Mary Wyse, Josephine O'Driscoll*

In Ireland, for every four people discharged from the psychiatric hospital, three will be re-admitted. Ireland has more people per capita in long stay psychiatric care than any other country in Europe, the USA or Canada.

Slí Eile (Another Way) was set up in 2001 to explore ways of helping people experiencing mental distress to recover within an accepting, supportive, democratic living environment.

The Slí Eile pilot-supported housing project, open since September 2006, can provide tenancy for 6 people. Of the 10 tenants who have availed of the service to date, only two have been re-admitted to psychiatric hospital, for a shorter period than previously. Three tenants have moved to independent accommodation.

## Slí Eile

The Slí Eile approach is person-centred, offering an accepting, warm, caring and understanding environment that has proven to increase confidence and prepare people for full assimilation into the wider community.

The first tenants at the pilot project, Villa Maria, quickly gained confidence and competence in the everyday running of the house – shopping, cooking, cleaning, budgeting and developing friendships. Initially these tasks filled the day but once a routine was established, the challenge then became to develop further meaningful activities and links with the wider community. Following discussions with tenants, staff and the Board, a home-baking project - Cuisine Maria - was introduced in July 2008, where tenants bake and deliver brown bread & scones to customers in Charleville each morning. The tenants found that this initiative brought an added sense of purpose and structure to the day. As a result, a community grant was successfully applied for and a new kitchen is now complete, allowing production to increase from one to three hours daily. All profit from Cuisine Maria goes back to Villa Maria for use by the tenants towards personal development such as further education and travel.



### Choice Theory/Reality Therapy

All tenants have a background of many admissions to psychiatric hospital – one has experienced over 70 admissions over the past 25 years – and the focus of the staff is very much on supporting and facilitating tenants in taking personal responsibility for their behaviour and taking part in the daily routine of the house.

Initially, Villa Maria was staffed 24 X 7: however, the therapeutic impact and the added structure to the day of Cuisine Maria played a significant part in withdrawing overnight support staff. Since March 2009, one support staff is present at Villa Maria from 7:30 AM to 10:30 PM Monday to Friday and 11:00AM to 10:30PM at weekends with overnight support available.

Tenants use the Glasser “hand” to evaluate each week how their five basic needs were met and which need was the hardest to meet. The seven caring habits & seven deadlies are on display and frequently referred to. Each Tuesday an external trainer facilitates group work with the tenants, based on Choice Theory.



Founder Joan Hamilton and one volunteer have completed training & CT/RT certification. The full time support worker attended her Advanced Intensive Training this July, and the remaining three staff will all be attending their Basic Intensive Training together with the Chairman of the Board in October. Slí Eile is very honoured to have the great support of WGII.

*Joan Hamilton has developed and managed her own food processing business, been involved with local tourism, small businesses and administered EU Leader funding. As executive director and founder of Slí Eile farm she projects it will break even by 2014. The projection that it will bring hope and inspiration to the area of mental health care in Ireland is a given.*

[From The Irish Times 27 April 2010]

## The Slí Eile Farm ( SEF )

A better way to mental health!

Drawing on experiences gained over the past five years, Slí Eile is ready to expand and proposes to purchase and develop a community farm on 100 acres. The daily tasks of community farm life such as animal husbandry, horticulture, cooking and household chores, will provide a structure and purpose that offers an opportunity for persons to regain control of their lives. This is not just about a farm, but is also a way of developing a model that can and will be followed by others. In addition to accommodating up to 16 tenants, it is further proposed that SEF will provide:

- Housing for at least two staff and their families
- Accommodation for six volunteers
- A residential events-venue catering for up to 12 people
- A farm shop
- Allotments available to families in the area

All aspects will bring social interaction and revenue.

SEF aims to provide an evidence-based social approach to recovery together with breaking down prejudice and stigma through interaction with the wider community.

Further details of the Slí Eile farm are available at [www.slielehousing.com](http://www.slielehousing.com) or from Joan Hamilton at [slieleha@eircom.net](mailto:slieleha@eircom.net)



*Left to Right: Jeremy Irons, Joan Hamilton and Dr. Harry Gijbels at the launch of fundraising for Slí Eile farm project.  
Photograph: Michael Mac Sweeney/Provision  
From The Irish Times 27 April 2010*



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Quiz Question No. 3: What is the name of the theme song from *Star Trek*?



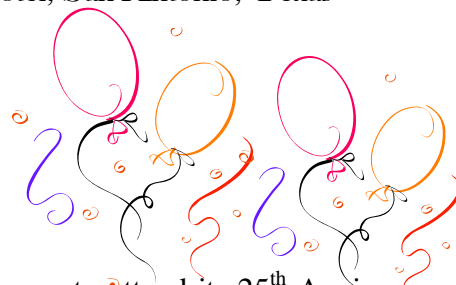
## 25<sup>th</sup> Anniversary – Celebrate with the Sunbelt Region

Conference: Saturday, February 26, 2011 at the Menger Hotel, San Antonio, Texas

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

Beverly LaFond

Basic Practicum Supervisor



The Sunbelt Region of The William Glasser Institute cordially invites you to attend its 25<sup>th</sup> Anniversary Conference on Saturday, February 26, 2011 at the Menger Hotel in San Antonio, Texas. Go to: [www.glassersunbelt.com](http://www.glassersunbelt.com) and click on Regional Events. Scroll down to Regional Conference. Download the Invitation and Registration Form. Contact Bev LaFond (210) 677-8235 or email [afv2granniandgramps@yahoo.com](mailto:afv2granniandgramps@yahoo.com) with questions. Call the Menger 1-800-345-9285 for Sunbelt Glasser



We'll enjoy the **World Premier** of the trailer for "I'm Not Finished Yet" - the Glasser Legacy video that will be shown during the keynote address by WGI Faculty member **Bradley Smith** of Loyola Marymount University. Other workshops include: Update on QS progress - Harold Maldonado, JPSHS Principal; "Using CT in Retirement" - **Dr. Evelyn Farmer & Dr. Barbara Jacobson**, LPC; "Using CT as a School Counselor/Administrator"- **Dr. Betty Garza**, LPC; "Couple Counseling from a Christian CT Perspective" – **Rev. Wayne Childers**; and "A Time for Healing"- **Dr. Marylea Henderson**, LPC, NCC, LMFT. Thanks to Program Chair Barb Jacobson the program is pre-approved for 5 CEUs for LPCs.

Committee members are Emerson Capps, Nancy Dees, Dave Blankenship, Mona Dunkin, Dierdre McTeggart-Diaz, Rosemary Capps, Barbara Jacobson, Beverly LaFond, Sr. Margaret Carew, Norma Bingham, Rev Joan Ahrens, Jim Gabbard, and David Hunter with help from board members Bro. Kenneth Boesch, LA; William Crowson, MS; Betsy King, W.TX; Robyn Rogers, S. Central TX; Mary Hestand, S.East TX; Deanna Crook, E. TX; and Shirley Caves, OK. Come celebrate with us as we honor those who have served the Sunbelt for 25 years.





# Under the Sea: What do you NEED?

## Follow-Up!

Diane Leger, M.Ed., CTRTC



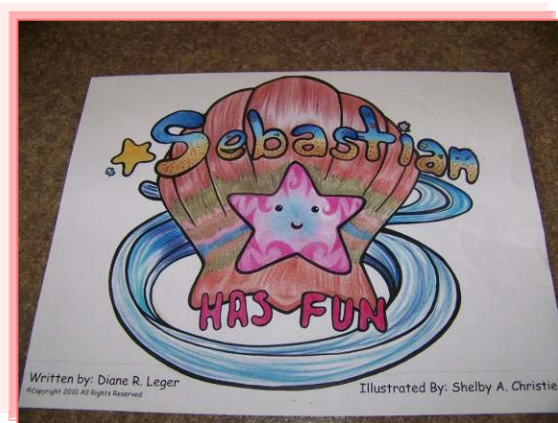
The journey I am taking with these children's books is very exciting. In October, I had the opportunity to present the subject matter of the books to a group of guidance counsellors from my school district. I currently have 2 of the 5 books in the set complete. I read the books to the group and demonstrated how they can execute the principles of the books when working with their students. I have sent my material to a publisher and I am currently waiting for a response.

As a guidance counsellor, I use the books to aid students that I work with in a number of areas. The books illustrate the basic needs and how we all meet them in different ways. Wendall the Walrus is a wise character who plays an important role in the books, if you can find him! The students really enjoy looking for Wendall the Walrus throughout the book and reading his words of wisdom that outlines the basic needs in the form of a poem.

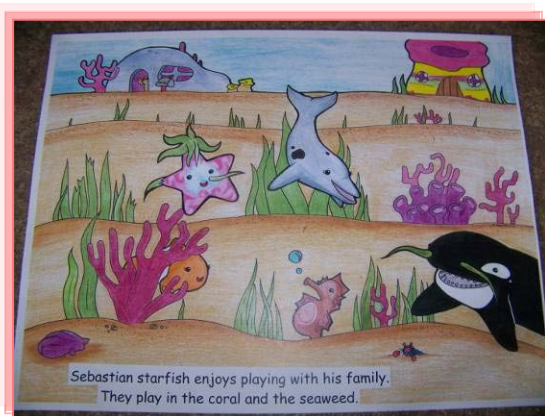
There are future plans to create coloring books, fingers puppets, and plush toys of the characters. I look forward to sharing the book set once it is published.



Wendall Walrus' Words of Wisdom



Title page Book #1



Sample page from Book #1

## Make a Difference! Join International Board Discussion!



Brian Lennon, Chairperson  
International Board

The Interim International Board is currently in the process of creating the structures for the full Board and would appreciate the input of members. Here are some suggestions about how you can contribute to the working of the Board:

1. Look at the information on the Institute websites.
2. Obtain the Minutes of the Nashville meeting which you can download from [wgii.ie](http://wgii.ie)
3. Discuss the Board with your fellow members of WGI.
4. Raise the topic of the International Board at your local CT/RT meetings.
5. Give special consideration to the matter of how you should be represented on the board.
6. How many delegates should there be?
7. Who will the voting members be?

Although there will be other important issues to discuss, the process of creating the International Board is a priority.

Join the discussion in the CONNECTIONS forum on [wgii.ie](http://wgii.ie)

To register:

- See "New User Registration" on the opening page
- Send a message to [webmaster@wgii.ie](mailto:webmaster@wgii.ie) to indicate you are a member so that you may be granted permission to register
- When you log on and click *CONNECTIONS* you will see a special forum for sharing views about the Board.

Send your comments to the Interim Board members at [choicetheoryboard@gmail.com](mailto:choicetheoryboard@gmail.com)



*From [www.wgii.ie](http://www.wgii.ie)*

### A Very Successful Convention!

#### Getting Along Better with Yourself and the Important People in Your Life

The convention took place on the 16th and 17th of October 2010 with the theme "Getting Along Better with Yourself and the Important People in Your Life." In spite of recessionary times, we had over eighty participants and there was general satisfaction with the workshops and, in particular, the smooth running of the event.

## Convention in Ireland



Kim Olver, author of *Secrets of Happy Couples* was our keynote speaker who also offered two workshops. Her ideas on relationships are not only invaluable but also offer an excellent example of how Choice Theory can be applied in different areas and how it can link wonderfully with expertise from non-Choice Theory sources. Thanks to Kim's generosity, all those attending her keynote, received a free copy of her book! Please note that *Secrets of Happy Couples* is now available on Ireland's online shop.

### Impressive List of Workshops!

See the [NATIONAL CONVENTION](#) item in the Resources Menu for details about all our workshops.

On Sunday morning Padraig O'Morain spoke about the links between the oriental psychology of "mindfulness" and Choice Theory, again reminding us that we can all enrich the benefits we draw from Choice Theory by examining other compatible ideas.



*Left to Right: Brian Lennon, Nancy Dees, Juan Pablo Aljure in Ireland for the October 2010 Convention. Nancy and Juan Pablo offered workshops.*

Registered users may now see all photographs from the convention in the [Resources/Photo Gallery section](#) of the Ireland website.

## To the WGI Readership . . . Publications Electronically or Hard Copy

Thomas S. Parish, Editor

*International Journal of Choice Theory® and Reality Therapy*

Glen Gross, Technical Advisor



Regarding the *International Journal of Choice Theory® and Reality Therapy*, the decision was made about a year ago to disseminate this publication electronically. The rationale behind this decision was due to the rising expense to the WGI organization for the *Journal*, and the associated need to hold down such expenses for the WGI membership. Our annual dues for membership in the WGI organization are only \$75.00, and they have been that amount for the last several years. Compared with many other organizations, this is a really good buy, especially because you receive newsletters and an in-house journal semi-annually with your membership in the WGI organization. Notably, even the *U.S. News and World Report* magazine is currently switching to on-line dissemination only, and will no longer publish its stories in a bound form, primarily because the associated costs of publishing in bound form has become too great!



Aside from cost savings, there are other benefits for the reader who receives the *International Journal of Choice Theory® and Reality Therapy*. For instance, in a recent article by Coeus, entitled *Ebooks versus Paper Books: The Pros and Cons*, it's pointed out that internet-disseminated journals (or ebooks) - like our *Journal* - provide the following:

1. They are easily readable, since most readers offer zoom functions and letter resizing. Just push the "Enable Full Screen" button beside the zoom button in order to increase letter size of your print by two points.
2. They are easily portable, and you can even transport several books on one device (e.g., a Blackberry fits in one's pocket, and yet allows that individual immediate access to nearly everything one might need, including the *International Journal of Choice Theory® and Reality Therapy*).
3. In actuality, such journals are very environmentally friendly since they don't require the destruction of trees and/or using ink to excess.
4. Note-taking in a small pad, rather than in a book, also allows one to write things quickly and have easy access to them when needed.
5. The requirement for a bright reading light becomes passé, since many readers incorporate display lighting within the device so one can read wherever and whenever s/he likes.

Bottom line, there are many excellent reasons, beyond those listed here, for you to enjoy each issue of the *International Journal of Choice Theory® and Reality Therapy*, but it might require a few adjustments on your part in order to appreciate them all. Notably, though, if the *U.S. News and World Report* can expect its readership to modify their reading habits, our guess is that our readership can readily do likewise too. Of course, whether or not you do so will always be up to you!







## Roving Reporter Rochelle Strikes Again

Dropped by The Fourth Annual South California Recovery Summit on November 6, 2010 at Loyola Marymount University to see what the Glassers were up to. Was very happy to see their Star Trek voyages now have them flitting off to Ireland and Finland and who knows where else. It was good to finally track them down. Bill was in fine form and has taken a liking to the Captain thing.

On a more serious note, the Summit was a great success with David K. Mineta, Deputy Director of Demand Reduction, White House Office of National Drug Control Policy, offering the Luncheon Keynote Address. Following this address, the rest of the afternoon offered choices for attendees to hear *Choice Theory: Profound Testimonies from the*



*Prison System* and *Choice Theory in Recovery and Rehabilitation*. Senior Judge Arthur L. Burnett, Sr., National Executive Director, National African American Drug Policy Coalition introduced the *Profound Testimonies* by providing background of the history of drug policies and different methods of rehabilitation through his many years of service. The most powerful part of this session was the short videotape with inmates from the Choice Theory® Connection Program in the California Institution for Women spearheaded by Bradley Smith, CADC-II, CTRTC, CCJP, Office of the Senior Vice President for Student Affairs, Dr. Les Johnson, Kyri Owens and Fayette Baird, all CTRTC. The most moving moment was live testimony by Sandra Davis Lawrence who spent 23 ½ years in prison and was released in 2007 by the US court after winning a landmarked suit for her release. Three months later, Sandra was at LMU on a scholarship in the extension program. She is now an Alcohol and Drug Specialist and is ready to build her own business.

Dr. Glasser provided some of his background regarding school systems, most notably his work at the Ventura School for girls with 800 girls in attendance and 50 girls per cottage. The focus on mental health with no punishment led to its success. Glasser continued that Choice Theory may be simple to understand but people find it difficult to live and practice. Choice Theory teaches us that there are choices as we could see from the video and testimonies of the women at CIW. Only human beings use power over one another as is evident today with the level of violence in the world and wars when people are unhappy and disconnected. At CIW residents help and support one another and are becoming happy and connected.

Les Johnson, Kyri Owens and Fayette Baird offered a description of their roles in designing and implementing the Choice Theory Connection Program in the California Institution for Women. The most important result of Choice Theory training is the impact on recidivism. Thirteen [13] women trained in Choice Theory have been paroled and up to 48 months later, zero have re-offended in California. [Statistics from Les Johnson, Director, Choice Theory® Connection Program, LMU, November 6, 2010]

## Roving Reporter Rochelle Strikes Again



Dr. Glasser has a vision to help people find happiness whoever they are. By using CT in all relationships, you are contributing to the well being of all, in a circle of influence throughout the world. Carleen Glasser encouraged questions and reviewed the evolution of some of Dr. Glasser's ideas. Some discussion centered on cognitive behavioral therapy, the differences and/or similarities with The 12 Step Program and Choice Theory, and how to embark on training leading toward Certification.

Dr. Glasser spoke of his beliefs in the ways that Choice theory is a wonderful experience for people throughout the world and the importance of them knowing and using Choice Theory, particularly for the oppressed.

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### First Newly-Certified Group in The Kingdom of Bahrain!

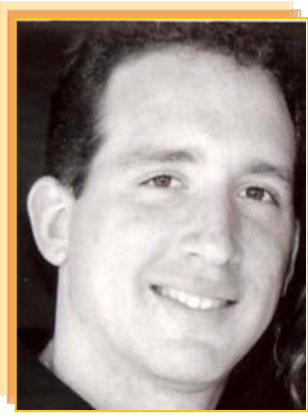


*Front Row, left to right: Jean Seville Suffield [Instructor], Maysaa Wael Buraik, Khaloub Basrawi, Dr. Thajudeen Mushafa  
Back Row, left to right: Yasmine Wael Buraik, Amira A. Al-Rehaimi, Mona K. Al-Fajem, Laila Al-Kadhem, Zaina Sh. Buraik*

Quiz Question No. 4: Where was Captain James Kirk born?



## Character In Color!



Inspiring children to build character  
through Choice Theory® and Reality Therapy  
with self-evaluation and goal setting

Eric C. Schmidt, BS Ed., MS Ed., RTC

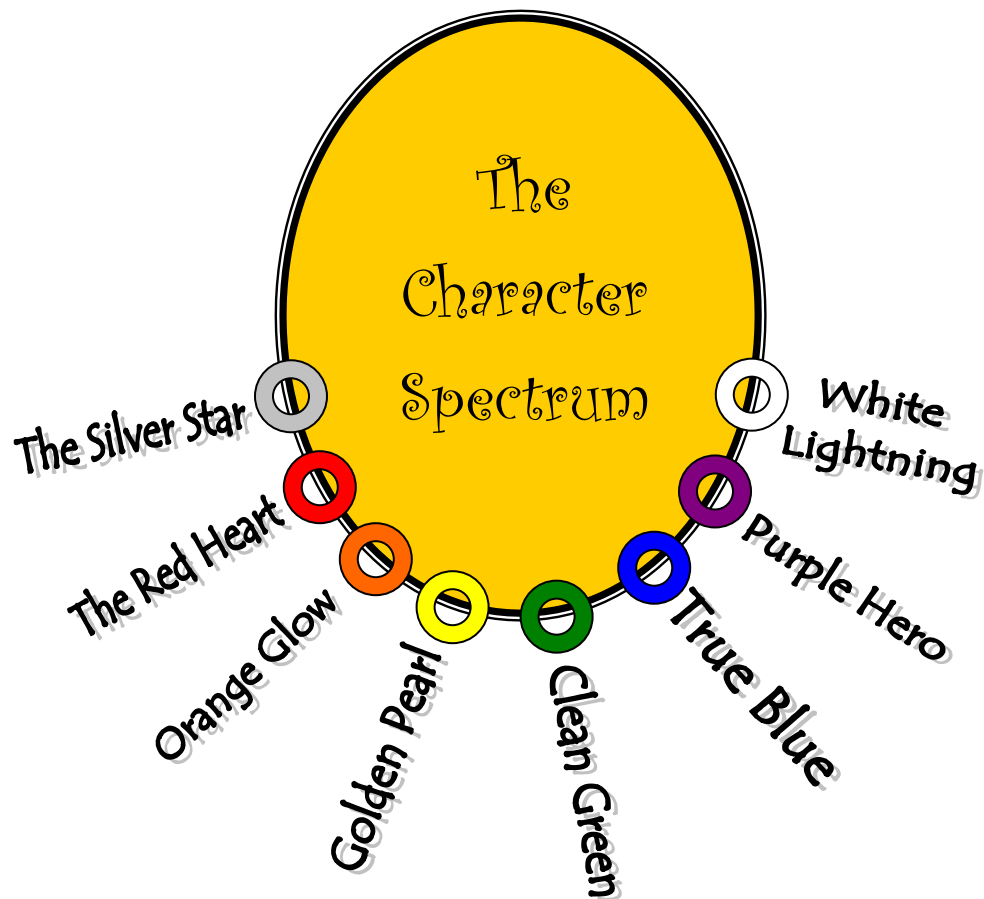
2nd Grade teacher

Newfane Central Schools

Newfane, NY 14108

## Character In Color!<sup>1</sup>

Which colors do you wear?



These colors show the positive character that each of us has. Our community is a better place because of **your choice** to wear these colors!

[See color legend on the following page.]

<sup>1</sup>©Eric C. Schmidt, Created August 2010, excerpted for this Newsletter.

## Character In Color!



The Character In Color! project is aimed at helping children to learn why they make the choices they do through a Choice Theory/Reality Therapy curriculum and teaching them how to effectively self-evaluate and choose behavioral goals that support lasting happiness vs. short term pleasure; through *positive* creativity. Much of this instruction is modeled through comparing the consequences of both the connecting and disconnecting habits of relationships. The program also includes a system of daily and weekly goal setting and self-evaluation tools, and a method of allowing children to recognize their own successes and needs in building their own character, regardless of the opinions or advice of others, unless solicited willingly. The goals can be small or large, easy or difficult: behavioral or achievement-oriented; it is

completely up to the child to decide.

**Red Heart** – You’ve shown that you care by giving kind words, acceptance, service, affection, time, and/or gifts of heart; while not expecting anything in return.

**Orange Glow** – You show great energy and optimism along with a positive attitude. You are always cheerful and friendly, and encouraging.

**Golden Pearl** – You follow the rules of participation and respect the needs of others. You’re a good sport and can negotiate with fairness.

**Clean Green** – You keep your school, community, and your home a clean, safe place. You show personal responsibility by willingly doing what is your job.

**True Blue** – You’ve shown honesty, integrity, and trustworthiness to yourself and to others. You are an equal listener.

**Purple Hero** – You’ve done the right thing to bravely support yourself or others when it is really hard, and probably a scary thing to do.

**White Lightning** – You’ve prepared and practiced your personal goal(s) with determination, and you have made great progress.

**Silver Star** – You’ve done superior quality work that shows a commitment to learning above and beyond expectations. You can say it’s your BEST work. © Eric C. Schmidt, 2010.

**Figure 1**

Once educated on Choice Theory and Reality Therapy, children have the choice to self-improve by choosing a color goal. Each color has a meaning based upon one of the Seven Connecting/Caring Habits [Figure 1]. There are also two (2) colors, white and silver, that are specific to achievement. Over a period of time, students challenge themselves to change their behaviors in order to meet the character goal(s) that they have chosen. When it is time to evaluate a personal goal, children record their effective and less effective behaviors toward the goal during the period, and decide for themselves if they have earned that color for their positive change. [Excerpted from longer article.]



To discover how Eric is applying *Character In Color!*

effectively in his class, contact him at (716) 445-8700 or through [eschmidt@newfane.wnyric.org](mailto:eschmidt@newfane.wnyric.org)



Did you know that . . . . .



Carleen Glasser is a sculptress whose background in Fine Arts has served her well.

Here is her latest creation!

Congratulations, Carleen, on such a beautiful work of art!

Did you know that . . .

Judy Comstock was a Poster Child for rehabilitation after a total knee replacement in August 2010?



Did you know that . . .



Kathy Curtiss is an avid organic gardener and supplies her local community and a restaurant in Spokane with fresh produce? Her flower garden speaks for itself!



[If you have a “Did you know that . . . line or two, send it along!]

Quiz Question No. 5: On which television show in 1964 did William Shatner and Leonard Nimoy play adversaries?



Did you know that . . .

Judy Hatswell & Jean Seville Suffield enjoyed their ziplining



adventure  
in  
Tsitsikama  
National  
Park, South  
Africa?  
They called  
it a Tree  
Canopy  
tour –  
Yikes!

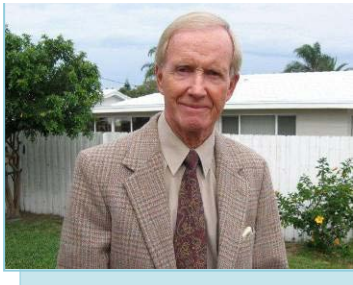


Did you know that . . .

Georgellen Hoffine is the proud owner of “Mango Spice out of Levi,” a beautiful red toy poodle who is an offspring of Champions. He looks like a champion, doesn’t he?



Did you know that . . .



Wendall Walker, after checking with the Secret Service Agent, personally gave a copy of Dr. Glasser’s book, *The Quality School*, to President Jimmy Carter who was visiting a school in Atlanta where Wendall had just completed an in-service training session?

Did you know that . . .

All seventy-nine [79] episodes of the original *Star Trek* series are being digitally remastered with computer-enhanced effects that were not possible when the show was produced?





Did you know that . . .



Al **K**atz became a runner 36 years ago?

Al was trying to achieve a "runner's high" which Dr. Glasser was researching. Ultimately Al helped Bill compile running statistics for *Positive Addiction*. Al still jogs with his daughter Julie (a marathon and triathlon participant) in the annual five-mile NY Rockland Turkey Trot, a local fundraiser, and he recently walked to find a cure for leukemia.

Way to Go, Al!

Did you know that . . .

**M**aureen **M**c**I**ntosh, a speaker and leader *par excellence*, has won many awards with Toastmasters International through New Brunswick and other Maritime Chapters?



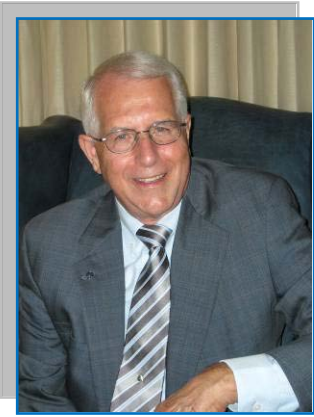
Did you know that . . .



The **T** in Captain James **T**. Kirk stands for **T**iberius and that **A**manda is the name of **S**pock's mother?

We didn't know that!

## Featuring Rhon Carleton!



After more than 20 years of teaching all of the certification and faculty courses for the William Glasser Institute, Senior Faculty member, Rhon Carleton found that he could not get off enough time to travel and continue teaching.

In 1998 he founded the first clinical chaplaincy at Baptist Medical Center East, Montgomery, Alabama and was on-call 24 hours a day and 7 days a week for the next 10 years. He had to have another chaplain replace him if he had to be away and couldn't be more than 30 minutes away from the hospital. During that time he continued to teach short CT/RT/LM



seminars within the hospital and in the local area. He attended the WGI International Conference, read Dr. Glasser's writings, and those of Institute faculty to keep abreast of developments. In 2008, he accepted the position as LifeCare Coordinating Pastor of the 8,000 member Frazer Memorial United Methodist Church also of Montgomery, Alabama. Again the ministry work was so demanding that it was impossible to travel and teach with only one week of vacation a year. In 2009 he accepted a part-time position and at last was free to pursue his love, teaching Choice Theory, Reality Theory and Lead Management in many settings.



Rhon was invited to teach Certification at the 2010 WGI Conference in Nashville (Franklin) Tennessee. He reviewed the latest writings of Dr. Glasser, Dr. Robert Wubbolding and others, caught up on the current policy for teaching a Certification session and experienced a renewal doing what he loved.

Twenty-five years ago, Rhon introduced Dr. Glasser's teaching to Japan, with Professor Masaki Kakitani and Dr. Robert Wubbolding teachings courses leading to Certification. The CEO of Achievement Corporation, Mr. Satoshi Aoki, CT/RTC, was a student 23 years ago, August 31, 1987, in the second Basic Intensive Week taught in the Japanese language. Today in Japan, more than 3000 have taken the Basic Intensive Training with many of those having completed certification. In addition, a substantial number have gained faculty status including the senior faculty level.

Since the 2010 WGI Conference, Rhon has taught three workshops in Tokyo, Japan for Achievement Corporation. Mr. Aoki wanted his first teacher to teach his staff and customers the history of Choice Theory in Japan and offer workshops. All three seminars shared this history and were custom-designed to meet expressed needs. The first was given to the Japanese Professional Speakers Association of approximately 1000 members who teach choice theory throughout Japan. The second was designed for the 100 staff members of Achievement Corporation focusing upon using the needs-strength profile to motivate creative solutions to the needs/wants of the organization, their employees, management and customers. The third was an introduction to basic choice theory and reality therapy for Achievement's customers and the general public.

Rhon plans to teach a workshop for Christian Care Givers of the University United Methodist Church of San Antonio, Texas in January 2011. Senior faculty member, Dr. Barbara Jacobson, will be a co-sponsor and role play with Pastor Carleton during the workshop.



## Patience! Trust the process. It works!

Sara Zimmerman  
Resident Advisor-Rosecrans Hall  
Loyola Marymount University



“Patience! Trust the process. It works!” Mrs. Carleen Glasser recently recounted these simple words of wisdom, as often posited by Dr. William Glasser, at a Choice Theory event at Loyola Marymount University. Loyola Marymount (LMU) is a liberal arts university in Los Angeles that, despite its small size, has the stirrings of a large movement in the works. Choice Theory is being brought to Residence Life and Student Affairs, and is being implemented in ways seldom seen on college campuses. This exciting

challenge has been placed in the hands of several Resident Advisors (RA’s) and, slowly but surely, a change is beginning to take place. As an RA in a *MyEdge* community, one where Choice Theory is being brought to first year residents, I am certainly participating in an exercise in patience; however, I am also truly learning to “trust the process,” and am so fortunate to be in such an incredible situation.

The average duties of an RA in a first year building are essentially to help the freshman assimilate college life, and all the nuances that that entails. I am not here to parent my residents; rather, to help them fill their toolboxes with strategies to handle situations in which they may find themselves. I aim to empower my residents to understand the things in their Quality Worlds, and help them fulfill their basic needs on a day-to-day basis; however, I find myself in the middle of an interesting paradox. There are parts of the job that are purely external control, yet I am striving to put *choice theory* front and center. Housing policies must be followed, and situations that involve drugs or alcohol warrant documentation and judicial sanctioning. Bridging this dichotomy in roles has been my biggest challenge, thus far. It is not, however, an insurmountable impasse.

How, then, am I aiming to fulfill the lofty goals set forth to implement a Choice Theory initiative in my residence hall? Are the goals and teachings of Choice Theory compatible with an environment that is, at times, externally controlled? The answer is “Yes! Absolutely! My biggest goal is to help my residents be introduced to their basic needs and what a Quality World Picture is, as well as recognizing what

## Patience! Trust the process. It works!

actions they can and cannot control This is most easily done through programming events that all RA's hold for their respective residents, often grouped around fulfilling the basic need for fun. Popular events incorporate some sort of food or common activity. I have slowly started including Choice Theory language and images into all of my programs and posters, as well as my conversations with residents. And while the residents may not have a full grasp of what is going on, they are beginning to notice that something is starting to create a quiet stir. It is my hope that, as the school year progresses, this quiet stir will turn into a deafening cacophony.



Enter now the virtue of patience. Despite speaking of basic needs and Quality World pictures, many of my residents still continue to make choices that indicate that their basic needs are not being met in more effective ways. And, due to the externally controlling aspect of my job, these choices are met with imposed consequences; however, that is not the end of the story. I make sure to explain to my residents that my role is not to “get them in trouble,” but to help them make more effective choices that lead to an overall better Quality World picture. As emerging young adults, they may have difficulty expressing how their need for love and belonging isn't being met as effectively as they would like in this new environment, and which manifests itself in unfortunate ways. I then look with them at whether or not we can identify the problem, and create a specific action plan to change one thing immediately. This change in thinking, which emphasizes what can be done differently in the future rather than

dwelling on past ‘mistakes’ is something new to many of my residents: a welcome and refreshing change. It is a change that can be frustrating for it to take place. It can be painful to watch people you care about make the same unfortunate choices over and over again. We are currently 8 weeks into the academic year, and I am just now beginning to see changes in behavior and the way some of my residents respond to situations; however, I am learning to trust the process, and recognizing that eventually it will work.

In short, exciting things are happening at LMU. Choice Theory is being tested out in an environment that appears to be externally controlled and controlling, and the early results give hope for the future; however, it is important to keep in mind that one of the largest reasons that I am having success with Choice Theory is because I continue to work at it on a daily basis, both on a personal and professional level. If I have taken away one thing from the training that I received until now, it is this: Choice Theory is not something you use once and then you are done. It's a change in mindset, a questioning process, a new way of thinking. It may not yield immediate results in all situations but, in the long run, change is brought about by learning to be patient, and “trusting the process.”



Quiz Question No. 6: What do William Shatner and John Lithgow have in common?

## New Book by Bob Wubbolding

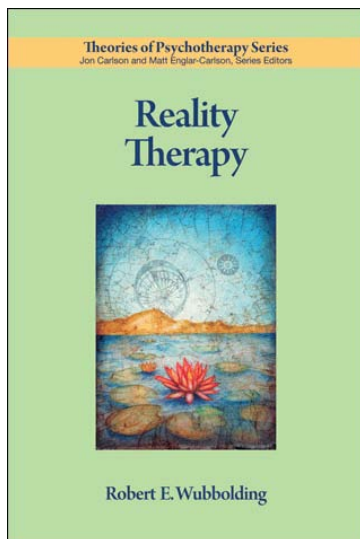
### Major Achievement for Reality Therapy/Choice Theory

The American Psychological Association has published the following book by Bob Wubbolding (2011):

#### *Reality Therapy: Theories of Psychotherapy Series*

This recognition marks a major achievement for reality therapy/choice theory in that Dr. Glasser's ideas are now emphatically recognized by APA, the premier psychological organization in the United States.

Dr. Glasser has endorsed this book with the following statement:



Wubbolding continues his exquisite quest to extend the teaching and principles of choice theory and reality therapy. In this book he integrates theory and practice and provides a resource that we hope will be the gold standard for people wishing to learn and practice choice theory and reality therapy. We enthusiastically endorse his work.

- Dr. & Mrs. Glasser

You can obtain this book directly from APA or from the Center for Reality Therapy, 7672 Montgomery Road, #383, Cincinnati OH 45236 USA for US\$28 including shipping and handling, or contact Bob Wubbolding today at [wubsrt@fuse.net](mailto:wubsrt@fuse.net) to purchase your copy!



Congratulations to Karen Lucas  
for achieving her  
Basic Instructor status!  
Manchester, MA is proud!

Quiz Question No. 7: In what movie did DeForest Kelley co-star with Bette Davis and Susan Hayward?



[Continued from page 18]



## Letter from Sarah

On that road he wrote everything he planned to do, in order, starting from the car and going up to free time. Then he went to his desk and did the whole assignment with complete concentration.

I was so delighted with how this **picture** helped him to think and act in new ways in a school setting.



## Art Uses the Roads



After Chad's discovery, we used the road analogy a lot and it was especially helpful with our 6- year-old, Art, who had decided that he hated school and all school work. I was expected to teach him the first grade curriculum. He would not cooperate at all. So, with many thanks to Chad, I made a poster with the behavior car on it and two roads, one going to a planning meeting with me and the other going to computer time, his self-chosen free time activity. The poster was put up right over the desk in his work area. On the road to free time, I placed paper paving stones with his work-time activities listed in an ordered way. As he completed each activity, he would cross out that stone and get visibly closer to the computer. (The order was not as important as completing all the "paving stone activities." He did not always choose to do them in the order written.) There were days of tantrums and other interesting behaviors, but before long, he was working for a full period, learning to read, write and do math. Eventually, the car and the roads became less important as he learned to enjoy the work, but we continued to use it for the lesson plan. (Of course I was careful to make the work as need- satisfying as I could.)

## A Six Year Old Learns and Then Teaches Internal vs. External Control

This is a story I wish you all could have seen. It was so moving and it showed me the immense potential in CTRT to influence people to behave more effectively in an external control world.

### Chapter One: What Does a Tantrum Feel Like?

Art was really into external control. He had perfected the tantrum to a fine art. He had learned that he could get control if he threw his whole body, wholeheartedly against anyone who stood in his way. Days after coming to school, he announced to me, "You'll be sorry if you make me mad." From September to December he had at least a tantrum a day. I would hold him, kicking, screaming, head-butting, until he was done. Then he'd do his work. We would talk about the tantrums sometimes, how they felt, etc. He told me once that they felt like his head was exploding.



[Continued on page 41]





## Letter from Sarah

### Chapter Two: Planning

Sometime in December Art's dad stopped by at *pocket chart* time when Art's assignment was to match word cards to the song in the pocket chart. This was a time he chose to tantrum most days. When his dad was there, he got right to work, quickly matched all the words, and went on to his free time activity. A few days after that I asked him, "How come you did the pocket chart without a tantrum when your dad was here?" "I wanted my X Box back," he replied.

I met with him a few days later and told him I believed that he was ready to learn to control his own tantrums instead of having a teacher hold him. "So," I said, "starting next week, whenever you choose to have a tantrum, I'll hold you, but then at the next recess, you can meet with me and make a plan for how you can handle the situation next time in a different way." He was not in favor of this, but I assured him that I believed he was ready.

As you might imagine, the next week he had many tantrums and made many plans. Over the next three weeks, his plans began working, so the number of tantrums was reduced. He used rapid breathing. He used thinking, "It'll be faster to just do it." But the method that finally worked to virtually help him end the tantrums was quite ingenious. He created it himself, on the spot one day. It was time for an assignment he did not want to do and he began yelling. I just assumed that he was starting a tantrum. But, soon I realized, he was using the same violent passion characteristic of his tantrums to **CONTROL HIMSELF MORE EFFECTIVELY AND KEEP HIMSELF FROM GOING INTO A TANTRUM**. Quite remarkable! The other kids and I just watched as he shouted at himself, "I will not cry!!! I WILL NOT CRY!!!" over and over for maybe ten seconds. (He called tantrums "crying" though he rarely shed a tear.) Then, he kind of quivered for a moment and went to work.

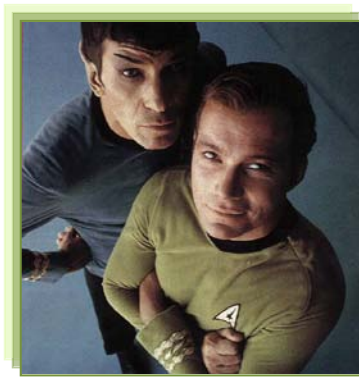
After that he had a tantrum, maybe once a month or so! I was impressed!

As I mentioned earlier, we had a wonderful sharing of CTRT ideas, and plans in our classroom. In this case, I was so impressed with Art's plan that I tried it myself that very afternoon! Every afternoon when the kids would go home, I would get a strong desire to EAT, preferably anything with lots of sugar and fat and salt! I really wanted to eat without ceasing. It was annoying and I had made lots of plans to deal with it more effectively. That day I tried Art's plan. When I thought about the cookies, I yelled, "You stop that right now! "You will not eat that cookie!"

It worked really well! And the next day, I had to thank Art!



[Look for Part II of *Letter from Sarah* in the next issue of the WGI Newsletter.]



### Answers to the *Star Trek* Quiz!



1. Paramount Studios
2. NBC
3. James Doohan
4. Iowa
5. The Man from U.N.C.L.E. *The project*
6. They played on *The Twilight Zone* TV show
7. 1964 drama *Where Love Has Gone*

Your Score!

## Space: the next frontier!

These are the voyages of the Glassers and their starship, Choice Theory®. The mission is to teach all people choice theory and to use it as the basis for training in Choice Theory, 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.

Their aim is to explore strange new worlds; to seek out new life and new civilizations; to boldly go where Choice Theory® has never gone before.



**Carleen:** Okay, Bill. Let's register the training with the Federation right away!

**Bill:** All right, Carleen! Maximum warp speed ahead, Mr. Sulu. On the double!

**Sulu:** Aye, aye, Captain!

**Mr. Spock:** What quaint words you are using, Captain! I'll never understand the emotional nature of you humans!

**THE BEGINNING!**