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Included here is Volume 1, are the following alphabetically-arranged individuals. Notably, for those who had wished to have been included, but were not, because of various circumstances (e.g., floods, fire, hurricanes and/or diseases), their brief bios should be included in the next issue of the Journal, due out in Spring, 2021. Just e-mail your "Brief Bios" to me at the following address, no later than March 1, 2021 . . . parishts@gmail.com The only requirement is that each "Brief Bio" should be no longer than two pages in length. Let's call the next issue of our "**Who's Who**," **Volume 2**, and after that we're through! As for Volume 1, included here are the following individuals' "Brief Bios," which are

intended to provide evidence of what we've already done, plus what we're able to do, and/or what we plan to do to help others out during these turbulent times. Notably, some of the "brief Bios" listed here even describe special skill sets and skills that individuals possess that might be especially helpful to many individuals and/or organizations that might be in need right now!

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Introduction to the Journal Editors and to the Editorial Board:

IJCTRT Editor:

The Editor of the Journal is Dr. Thomas S. Parish, who is an Emeritus Professor at Kansas State University in Manhattan, Kansas. He earned his Ph.D. in human development and developmental psychology at the University of Illinois at Champaign-Urbana, Illinois. He's CTRT certified and has authored or co-authored more than 300 articles that have appeared in more than 30 professional refereed journals. Dr. Parish and his wife recently served as consultants for LDS Family Services in Independence, Missouri, and they currently co-own Parish Mental Health of Topeka, Kansas. Any correspondence, including questions and/or manuscript submissions should be sent to parishts@gmail.com. You may also contact him by phone at: (785) 845-2044, (785) 861-7261, or (785) 862-1379. In addition, a website is currently available. It can be accessed by going to: www.wglasserinternational.org. Notably, the Journal is no longer password protected on the WGI website, so now anyone can gain access to it, anytime, 24/7!

IJCTRT Editorial Board Members:

Editor: Thomas S. Parish, Ph.D., CTRTC, please see listing printed above.

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Janet M. Fain Morgan, Ed.D., is currently a Director of the William Glasser International Board and the Research Coordinator for William Glasser International. She is also a faculty member of the WGI lectures on Choice Theory and Reality Therapy. In addition, Dr. Morgan has an extensive background in counseling and teaching with specialty areas in Military Issues, Grief and Loss, Marriage Counseling, and Domestic Violence Predator Treatment.

Emerson Capps, Ed.D., Professor Emeritus at Midwest State University, plus serves as a Faculty Member of WGI-US.

Joycelyn G. Parish, Ph.D., CTRTC, is a licensed clinical psychotherapist. She earned her Ph.D. from Kansas State University and is a board-certified clinician and certified reality therapist.

Patricia Robey, Ed.D., Full professor at Governor's State University, Licensed Professional Counselor, and Senior Faculty Member of WGI-US and William Glasser International.

Brandi Roth, Ph.D., Licensed Private Practice Professional Psychologist in Beverly Hills, CA.

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

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

IJCTRT Technical Advisor:

Denise Daub, Web Administrator and Finance Manager for William Glasser International.

Locating the Map of Meaningful Work within Choice Theory

Amy Vujaklija, Ph.D. and Patricia Robey, Ed.D.

Abstract

When educational settings turned upside down by pandemic-induced remote teaching and learning in Spring 2020, how were students and professors able to find meaning and redefine our quality worlds? Lips-Wiersma's **Map of Meaningful Work** made up of four pathways—integrity with self, unity with others, expressing full potential, and service to others—provides a means for exploring the **applications of Glasser's Choice Theory and Quality Schools** in a post-secondary classroom. This article is one professor's narrative of the process and progress within an undergraduate literature course by mapping the Quality School's **conditions of building relationships**, doing relevant and meaningful work, and engaging in self-evaluation.

Key words: Map of Meaningful Work, Choice Theory, Quality Schools, post-secondary education, remote teaching and learning

Locating the Map of Meaningful Work within Choice Theory

Choice Theory, as Glasser stated in *Quality School* (1990), proposes that "all human beings are born with five basic needs built into their genetic structure: survival, love, power, fun, and freedom" (p. 43). **Quality work depends on humans being able to choose situations, projects, and pathways that satisfy these basic needs.** Choice Theory psychology states the following:

- All we do is behave
- Almost all behavior is chosen, and
- We are driven by our genes to satisfy five basic needs: survival, love and belonging, power, freedom and fun.
- We can only satisfy our needs by matching the pictures in our Quality World. These pictures motivate our behavior.
- In practice, the most important need is love and belonging, as closeness and connectedness with the people we care about is a requisite for satisfying all of the needs (Glasser, 1998).

Glasser said that a **Quality World includes an individual's "best or highest-quality pictures or perceptions of the people, things, and situations that we have learned feel especially good in the real world"** (1990, p. 60). As professors at the university level, educational pursuits and Quality Worlds are often one and the same. Similar Quality Worlds might not exist for the students in our classroom, especially, perhaps, for required general education courses. We ask, then, **what makes our class meaningful enough to become part of a student's Quality World?** In Spring 2020, the bigger question was "How do we sustain the picture of **education in the student's Quality World when the rest of their (our) world has turned upside down in the midst of a pandemic?** Collaboration became socially distanced; in-class instruction turned virtual; access to technology and books was limited.

Introducing the University Course Context

What does meaningful work look like in a 200-level **children's literature course** that is required for some education majors, recommended for other education-related programs, and a humanities elective for general education? In Spring 2020, I (A.V.) taught two **sections of Children's Literature for undergraduate** students. One section met for three hours on Wednesday afternoons; the other section convened for three hours on Thursday evenings. Students in the course were freshmen through seniors, different majors (early childhood, elementary, social work, interdisciplinary studies, and general studies), and identified across a range of ages, culture, gender, and family dynamics. Several students were first-generation college attendees, while many others were first-semester transfer students to the university. The diversity within the two classrooms overall aligned with the diversity of the university. Most students worked at least one off-campus job and commuted to campus for class. A few students were returning to school to obtain education or other related credentials after an extended time away to raise a family or pursue other careers.

Creating Quality Worlds through Quality School Design

The goal for me as a college instructor has been to recreate the Quality School design within **the university setting**. As Ludwig and Mentley (1997) explained, "A Quality School is one in which students discover that learning adds *value*—usefulness and meaning—to their lives" (p. 9). To meet the conditions for a Glasser Quality School classroom, in early Spring 2020 I built relationships, asked students to do work that is relevant and meaningful, and engaged students in self-evaluation and continual improvement.

Building Relationships

To build relationships, we started class with students introducing themselves to each other by discussing memorable childhood books, what they are looking forward to in the semester, and their favorite places to be. One student was excited about a study abroad trip to Italy. A few students were preparing to graduate in May. With permission, I took pictures of students so I could memorize faces. We came to the table to learn both figuratively and literally by bringing snacks to share.

Each week, students worked in ever-changing small groups and presented concepts to the whole class in nearly every meeting. With opportunities to work in groups based on seat proximity, university major, or education grade level interest, students discovered who might be compatible partners in larger class projects. We constantly used big chart paper for concept mapping, written conversations, and informal presentations.

Doing Relevant and Meaningful Work.

Most students were in majors related to working with children. Even so, I stressed in every class that we all have interactions with children (classroom, our own children, nieces or **nephews, neighbors**). They evaluated **children's literature** and found high-quality books for their own classrooms or personal or professional use. Each genre included five titles from which students could choose for studying in literature circles with other students. Providing choice allowed for students to select a book they found most interesting or at least one that was available at a local library to lessen course costs.

Assignments to summarize and evaluate texts also tasked students with connecting the **genre/book/text to their selected field of study**. At the semester's midpoint and launch of the final collaborative group project, students decided on a theme of personal and community relevance and importance. The Thematic Project included individual and group **components that required students to find various children's books fitting within their** chosen theme (e.g. belonging, bullying, social connections, peer pressure, community engagement, social justice, among others).

Through reading choice texts, discussing real-world relevance, and finding their own high-quality books, many students rekindled **a love for children's literature**. Key to this renewal was making the work relevant and meaningful.

Engaging in Self-Evaluation and Continual Improvement.

Students completed surveys throughout the semester, including a midterm survey asking how things were going for them. Reflection assignments throughout the semester and **attached to the final project asked students to check their learning about children's** literature. Feedback on short, written assignments served as guides for larger projects but also provided students with the opportunity to improve their work throughout the semester. Students were constantly revisiting book genre evaluation criteria to inform their work on their summative thematic project.

Aligning Glasser's Worlds to the Lips-Weirsma's Map of Meaningful Work

Glasser's description of quality work and quality worlds finds new dimensions when looking through the Map of Meaningful Work (printable map), a concept developed by Lips-Wiersma and Morris (2018). The dimensions of the map describe four pathways to meaning: integrity with self, unity with others, expressing full potential, and service to others. These four pathways take us closer to understanding what Glasser says is the most important need—love and belonging.

Owning Integrity with Self.

This pathway can be seen as upholding oneself as a model with an adherence to a code of moral values. True words and actions exemplify integrity. Integrity with self can also be **seen as knowing one's own mind and limitations**. This pathway "highlights the moral nature of our character" (Lips-Wiersma & Morris, 2018, p. 14) within which we find the three sub-themes of moral development, personal growth, and being true to self. Having ownership of shortcomings is particularly important when facing new, untested, untried situations such as an immediate shift to remote learning (e.g. instructor's ideals confronted by technology implementation realities).

Embracing Unity with Others.

This pathway thrives on relationship building, unifying individuals harmoniously. Central to **this pathway is "understanding that humanity is** essentially one and that experiencing this is **what enriches our humanity**" (Lips-Wiersma & Morris, 2018, p. 19). Connecting with others through collaborative activities, meaningful discussions, and common goals creates stronger relationships in the classroom (e.g. small group projects that bring together individuals who have common aspirations or passions).

Expressing Full Potential.

Actualizing a personal or professional goal exponentially increases the momentum to reach more advanced pursuits. Lips-Wiersma and Morris discuss creating, achieving, and influence as sub-themes of this pathway in which we “are responsible for bringing our unique gifts and talents into the world” (2018, p. 23). Full potential exists in possibility, the capability of achievement. Seeing what is possible or showing a model of achievement can help with envisioning a completed goal, especially when external obstacles overshadow the initial intention of setting the goal (e.g. completing the required children’s literature course in order to move forward in a teacher licensing program).

Being of Service to Others

Contributing to the welfare of others is the cornerstone of this pathway. This pathway is about “the human need to make a contribution to the well-being of others” (Lips-Wiersma & Morris, 2018, p. 28). Providing equitable resources enables others to move in a positive, forward direction. In the university setting, being available when asked and needed is one of the most important resources we can offer (e.g. office hours in a virtual space through email, video conferencing or other methods).

All four pathways contribute to the sense of belonging and meaningfulness that is essential for something to become part of anyone’s Quality World. For a college course to be meaningful enough to be pictured in a Quality World, and for the work to be equally meaningful to the instructor teaching the course, there must be consideration of how these pathways interplay with, reinforce, and enhance Quality Worlds.

Responding to a Flipped Script

Spring 2020 upended class routines with the immediate closing of campus classrooms in several universities. Students at our small, regional institution were granted a two-week spring break to allow time for instructors to prepare online course materials. Many instructors like myself attempted to make online classes feel the same as face-to-face meetings with tools such as Blackboard Collaborate, Zoom, Padlet, and VoiceThread. For the first remote class meeting, I tried new learning tools and interactive media with VoiceThread as the primary medium.

Conditions for a Quality School had been long embedded within the course. These conditions created pathways to positive outcomes when remote teaching and learning posed initial challenges to students (and instructors). In higher education, we were fortunate to already have several online delivery systems in place to optimize experiences in face-to-face and online courses. Shifting immediately to online spaces was not easy but also not impossible, particularly with the timeliness and constancy of support the tech teams offered.

Shifting to an (Uncomfortable) Online Space

In that first synchronous meeting, we interacted with a children’s picture book, commenting on the video read-aloud with specific “look for” criteria. When it worked, it was okay – nothing spectacular. Some students dealt with connection issues or problems with the online tool. It was not successful enough, however, to devote the same level of time and energy to create activities in this platform for every remote class.

The first survey right after remote learning began asked about their access to internet, devices, space, and time for online coursework. Beyond the survey information, other student concerns surfaced after shifting to remote teaching/learning:

- A few students did not have computers and were working on their phones to complete assignments.
- A few students lost one of their jobs (daycare or school assistant), but gained additional hours at other places of employment (grocery clerk or hospital worker).
- A few students shared devices with other family members.
- A few students cared for sick family members.
- A few students dealt with other economic hardships due to family situations.

Students shared with me their nervousness with the online format. For many students in our local communities, they chose face-to-face classes because of device or internet limitations, but there were a few students who expressed frustration with technology in general.

The struggles beyond technology were real and ever-present. One student reached out to ask if the synchronous Blackboard Collaborate session during our scheduled class time was required. She had taken more shifts at her grocery store job in order to make up for the **hours lost as a teacher's aide**. At the midpoint of Spring 2020, it became necessary to revisit what survival looked like. Survival was having food, toilet paper, hand sanitizer, and masks. But it was also being able to focus on work-related tasks such as writing, planning, grading, and meeting. I decided to figure out a way to engage these students in the class without costing them essential income.

Mapping Meaningful Work in Remote Teaching and Learning

Attending to Integrity

After the first, marginally-successful, synchronous online class meeting, I moved the remaining classes to an asynchronous schedule with weekly announcements and activities. This identification of shortcomings (integrity with self) resulted in more attention to essential learning objectives and the ideal modality for communicating them. I was then able to coordinate individual and small group meetings to personally guide students through the requirements for the course.

Encouraging Unity

In the week prior to remote learning, we had launched small group projects that would be the bulk of the second half of the semester. Group members met virtually to brainstorm ideas and coordinate tasks. I requested small group meetings to guide discussions and make suggestions. On a few occasions, I scheduled the meeting space for students and stayed in the background until a student beckoned for me to join the conversation.

Finding Our Full Potential

The students rose to the challenge of finding children's literature texts, reading reviews, and collecting titles for a thematic project display. On Padlet or PowerPoint, they linked book talks, summaries, and rationales for their selections. Students looked to me for guidance, pushing me to find alternative ways to present literary genres, essential questions, and evaluation criteria in a remote learning situation. At first, my announcements were too lengthy, but I became better at streamlining the information and sent emails to students

who appeared to have disengaged. We learned from each other what to expect and how to be better teachers and learners.

Offering a Service to One Another

Students assisted each other with assembling the group projects. Only a few individuals out of the 34 students across two class sections disengaged. For a few students, it was about flexibility; for others it was technology. What became most important was ongoing communication. I became very flexible with how attendance counted and changed a few assignments around to allow for more time. In addition to scheduling conferences, I met with students as they needed me.

Mapping Next Steps

Was it the right move for me to shift whole class meetings to small group and individual Zoom meetings? I do know that providing a more flexible online class schedule allowed some of my students to pick up extra shifts at their second jobs (*second*) when their primary employers (daycare worker, teacher assistant, etc.) closed doors. Other students who had become missing-in-action, not responding to my emails, announcements, or other requests for communication returned when their lives became more manageable: students (and professors) implemented personal and professional routines, the community response to mitigations decreased panic, and the university expanded access to technology devices and wifi.

What I offered was belonging. I learned from students that meaningful work has its **beginning in class relationships and relevant course activities. Being true to one's aspirations and limitations and being of service to one another added value to their experience in the course.** We were together in the struggle to complete classes, and students were proud of this achievement. We ended the semester with a synchronous meeting in which students shared their favorite book, a special occasion that we celebrated with quiet applause. The student evaluations for the course were higher than in the previous three semesters.

This comment touched me the most: *When Covid-19 hit and we all had to move online she made a point to have zoom meetings with us to check in on us and see how we were doing. She was lenient and made the right modifications. She was so understanding of the situation and reached out repeatedly to let us know that she was there for us if we needed her.*

Comments like this one are central to my map of meaningful work, reminding me why I teach at the small, regional, diverse university pictured in my Quality World.

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Brief Bios--

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Patricia A. Robey, Ed.D., LPC, CTRTC, is a professor and chair in the Division of Psychology and Counseling at Governors State University. She is also a Licensed Professional Counselor and a senior faculty member and trainer for the William Glasser Institute – US and William Glasser International. Pat has authored and co-authored numerous articles and book chapters on applications of choice theory and reality therapy and is lead editor of the book *Contemporary Issues in Couples Counseling: A Choice Theory and Reality Therapy Approach*.

REALITY ART THERAPY (ReAT): AN OUTLINE OF SIX SESSIONS FOR PROFESSIONAL COUNSELORS WORKING WITH CHILDREN

Eric S. Davis, The University of South Florida
Tara Lee, Celebration High School
Lindsey Towns, Rodney B. Cox Elementary School

Abstract

Professional counselors who work with children are charged with providing culturally and developmentally appropriate interventions to address a myriad of issues. While many of these counselors receive training for traditional talk-based interventions and theories, they often lack information related to creative-based variations (e.g. art) for use with children. For instance, reality therapy has shown solid effectiveness as an intervention for children in **multiple settings; however, there is scant information regarding reality therapy's** adaptability as a play-based intervention. The purpose of this article is to outline a six-session intervention integrating reality therapy and art (ReAT) for counselors to expand their options for creative avenues to work with children.

The mental health needs of children are becoming a pressing matter for professional counselors who provide services to this unique and diverse population. Considering over 15 million children meet diagnosis criteria for mental health disorders (Jayne & Ray, 2015) and 22% of youth have experienced a form of trauma (Losinki, Hughley, & Maag, 2016) resulting in issues such as decreased school engagement, negative self-perception, and increased risk of emotional and behavioral difficulties, there is an increased need for effective culturally and developmentally relevant interventions for counseling professionals working with children. Creative-based approaches utilizing a variety of interventions (e.g. art, sand) has proven to be effective cultural and developmentally appropriate interventions for counseling a wide array of issues and populations (Bitonte & DeSanto, 2014; Landreth, Ray, & Bratton, 2009; Lin & Bratton, 2015). Children who engage in creative interventions tend to build new skills, take risks, increase emotional regulation, and develop imagination (Roche, 2018). In particular, art has a rich history as a counseling intervention for working with a diverse array of children and their various concerns (Cohen-Yatziv & Regev, 2019; Lin, Hartwich, Wolff, Golesorkhi, & Northoff, 2020).

Art and Counseling

When working with children, the utilization of developmentally and culturally appropriate interventions is vital. **Art has been identified as a "medium to address emotional issues** which may be confusing or distressing for children" (Cohen-Yatziv & Regev, 2019, p. 101). Art is considered a fundamental means of engaging children through a familiar and nonverbal manner (Bitonte & DeSanto, 2014; Isbell & Rains, 2007). Further, art has been identified as an effective and creative method to help children explore their own unique worlds by encouraging self-exploration, awareness, and growth (Cook, Mayorga, & Ball, 2016). Research has shown that the use of art in counseling has helped children improve self-esteem and self-confidence, reduce stress, develop social skills, enhance problem-solving, and express feelings and insights (Bastemur, Dursun-Bilgin, Yildiz, & Ucar, 2016; Gonzalez-Dolginko, 2018; Randick & Dermer, 2013). **Children's brains also respond** favorably to spontaneous activities like drawing (Lin et al., 2020). For children, art can also be a less threatening avenue to help make unconscious needs and desires conscious while helping them feel emotionally safe and supported (Cook et al., 2016; Davis, 2011). Further,

art has been shown to be useful in helping children to deal with issues that may be too difficult, painful, or confusing to talk about, such as trauma or chronic illness, while finding a sense of self-connection at a meaningful level (Bastemur et al., 2016; Lin et al., 2020; Pielech, Sieberg, & Simons, 2013).

Art-based interventions (e.g. drawings) likewise have the ability to function as brief forms of therapy for settings that may require such limits (e.g. schools) (Bitonte & DeSanto, 2014; Randick & Dermer, 2013). Consequently, with art serving as an adaptable method for multiple settings, it also serves diverse populations well. For instance, art has been shown to aid in increasing coping skills and emotional/behavioral regulation for children facing trauma, abuse, disabilities, mental health diagnoses, and medical conditions (Cohen-Yatziv & Regev, 2019; Davis, Smith, & Towns, 2019; Racco & Viz, 2015). Art as therapy allows verbal and non-verbal children a space to focus on sensory and personal experiences stimulating the integration of cognitive and behavioral changes (Schweizer, Knorth, vanYperen, & Spreen, 2019). Additionally, art-based interventions often require few supplies, facilitate active participation, and helps address constructive activities while adapting well to various counseling theories (Losinski et al., 2016; Pielech et al., 2013). One theory that has been shown to be compatible with art is reality therapy by allowing children to express their own unique world views, needs, wants, and goals (Cook et al., 2016; Davis, 2011; Davis & Clark, 2012; Davis et al., 2019; Sori & Robey, 2013; Stutey & Wubbolding, 2018).

Reality Therapy

Reality therapy is a counseling approach based in choice theory with its focus on helping people make appropriate choices to effectively meet their basic needs for love and belonging, freedom, power, fun, and survival (Glasser, 1998). All humans hold visions of people, things, and ideas in their heads that meet these needs (e.g. a mother meets the need for love, collecting comic books meets the need for fun, education meets the need for power) known as the quality world (Glasser, 2000; Wubbolding, 2000). To keep these pictures in our reality, humans choose behaviors to achieve what they want to meet required needs in order to be satisfied and happy (Glasser, 1998; 2000). Children, in particular, need a safe place to explore needs and wants (Roche, 2018). To understand this **process of accessing a person's wants related to behaviors to meet** his/her needs, Wubbolding (2000; 2017) developed the WDEP formula which process Wants (e.g. What are you doing to get what you want?), Doing (e.g. What are you doing to get what you want?), Evaluation (e.g. Is what you are doing working?), and Planning (e.g. What is another way to get what you want?). For children, this concept is important, but can be confusing; therefore, it is vital they are provided a creative and familiar avenue to make quality world pictures and the WDEP process concrete (Davis, Pereira, & Dixon, 2015; Sori & Robey, 2013).

Reality therapy has been shown to be effective for children in areas such as perceived academic efficacy, self-esteem, and positive behaviors (Mason, 2016; Mason & Dye, 2017; Mocan, 2013; Wubbolding, 2017). Though reality therapy has been widely applied with adolescents, there is still a need for developmentally appropriate techniques for working with younger children based on this approach (Davis & Pereria, 2013; Stutey, Klein, Wubbolding, & Dunningan, 2019). Fortunately, reality therapy blends well with creative approaches such as play therapy-based interventions, including the use of art (Bradley, 2014; Davis & Clark, 2012; Davis et al., 2015). Reality therapy concepts including quality world and WDEP can readily be explored through play-based creative arts mediums such as drawing to create concrete visual maps for goals and plans for children (Davis, 2011; Davis et al., 2019; Sori & Robey, 2013).

An important aspect of reality therapy is the focus on the counseling relationship to elicit a deeper understanding of **children's** current behavior and exploration of alternative behavior options for the future (Mason & Duba, 2009). Additionally, the focus on a collaborative relationship can foster autonomy while developing problem-solving skills moving toward a more authentic meeting of needs and wants to elicit meaningful change (Mason & Dye, 2017; Robey, Beebe, Mercherson, & Grant, 2011). Such relationships are paramount to understanding the quality world of children (Bradley, 2014). Reality therapy has also been shown to be an effective counseling technique for children in various settings such as schools as demonstrated through improved academic achievement, self-esteem, and attendance (Mason, 2016). Aspects of reality therapy, such as the WDEP method, lends well to art therapies to focus on a visual map for goals and plans to address wants and needs through a familiar medium (Davis, 2011; Davis et al., 2015; Sori & Robey, 2013). Proper **process of the child's wants, doing, evaluation, and planning is vital because fully** understanding these aspects results in more realistic and achievable goals (Wubbolding, 2017). Further, allowing children to process their own wants, needs, and behaviors in a safe and trusting relationship leads to internal motivation and change (Roche, 2018). Children have also reported reality therapy as less coercive and more encouraging than other counseling approaches (Mason, 2016). Helping children find their own voices through the cooperative and collaborative counseling process combining a creative integration of reality therapy and art can provide opportunities to make choices to help them feel in charge, make decisions, develop ownership, and solve problems (Roche, 2018).

Notably, Reality therapy also has the propensity to focus on relationships in conjunction with experiential developmentally appropriate activities, such as art, to help children address concepts such as wants, needs, behaviors, and goals (Davis & Pereira, 2013). In particular, research has demonstrated the combination of reality therapy and creative-based techniques as effective in relationship-building and problem-solving skills for a variety of issues in children (Davis & Clark, 2012; Davis et al., 2019; Stutey et al., 2019). While reality therapy has demonstrated promise in working with children, there is still concern regarding the concepts and language associated with this theory (Bradley, 2014; Davis et al., 2015). As a result, there is a need to adapt reality therapy to meet the creative needs of children through the use of interventions like art. Providing challenging yet familiar activities such as drawing in the counseling setting for children can allow for choice, growth, experimentation, and empowerment (Roche, 2018; Sori & Robey, 2013). The purpose of this manuscript is to provide an outline of six reality art therapy counseling sessions that can be employed by professional counselors working with children in various settings.

Six-Session Outline and Case Example of ReAT

The following six sessions are recommended for children between the ages of 7-12 due to the need for appropriate cognitive development to fully understand the reality therapy concepts. The six ReAT sessions can be completed on a weekly basis, i.e., completing one session a week for six weeks, and should last approximately 30-45 minutes, depending on **the counselor's setting**. It is important for the counselor to review and become familiar with key reality therapy terms including basic needs, quality world, and the WDEP process. The counselor will utilize drawing utensils (e.g. markers, colored pencils, crayons) and specific handouts related to each aspect to be addressed throughout the sessions. Templates can be pulled from the internet or via *My Quality World Workbook* (Glasser, 1996). The counselor can also use blank paper (e.g. printer, construction) if the handouts are not easily accessible or printable.

Session 1-Introducing Reality Therapy Concepts

Considering the importance of the counseling relationship in reality therapy, it is vital that **the initial session focus on developing an open and safe environment to explore the child's issues, needs, and/or wants.** The counselor welcomes the child to the session and invites him/her to discuss his/her current situation based in his/her experiences and perceptions. Through this conversation, the counselor can begin to gain an understanding of how the child views the situation and potential needs, wants, and choices. At this point, the counselor introduces the concept of basic needs to the child and provides relevant examples for clarity. **The counselor may say, "We all have parts of our lives that we need to survive like food, water, and shelter or having friends and family for love and fun, and being able to make choices about things we do to have power."** It is also beneficial to make clear connections to the child's story for basic need examples.

Next, the counselor discusses the concept of the quality world with the student with a **potential prompt of "If you close your eyes and think about a person** (e.g. mom), thing (e.g. blanket), or place (e.g. beach) that is important to you, these are all part of your quality world." **It is best if the counselor includes examples based on the child's story. For instance,** if the child is discussing the need for friends, the counselor can share how having mental pictures of friends in your quality world is important because they meet the need of love and/or fun. At this point, the counselor introduces the basic needs and quality world drawing activities by providing handouts or blank paper and drawing materials. Handouts for the basic needs drawing activity can include an outline of a house, heart, clothing, plate, or food. For the quality world drawing activity, handouts may include a globe or map. The **counselor can provide prompts such as "Show me what is important to you** (at home, school, and/or in your life)" or "Draw me a picture of the important people, things, or places **in your quality world.**" While the child is drawing, the counselor can provide reflections or tracking statements, if comfortable. Examples may include "You seem to be thinking hard about the important parts of your life" or "I can tell you are excited to draw your friends." Following the completion of the drawings, the counselor processes them to explore the **child's understanding of both aspects.**

Next, the counselor introduces the concept of wants in relation to the current situation. Based on the previous example, the child may state that they want to have more friends. Again, it is important to connect this want to basic needs and quality world pictures with the child for clarity and consistency. **The counselor may say, "Sounds like you would like to have more friends to have fun at school."** Following this exploration, the counselor reviews the session for understanding and introduces the homework assignment of having the child further think about what they want to see in their quality worlds based on the current situation and draw some wants to be brought to the next session. For example, the **counselor can ask the child to think about "If you had everything you wanted in your world, how might it look different?" or "How could your world change from what it looks like now?".** The counselor can provide handouts for this activity to the child that include clouds or a head.

Session 2-Exploring Wants and Doing

Session two begins with a review of the previous session to gauge the level of memory and understanding of basic needs and quality world with the child. It would be helpful to provide examples from the previous session if the child struggles to remember these aspects. This

review is followed by an introduction of the WDEP process. It is important that the counselor provides a clear description of each aspect with examples with the child. It may even be necessary to adapt certain aspects for a younger **child's understanding. For instance**, discussing the evaluation component by sharing that this is similar to a school aspect such as reviewing your homework for accuracy. Once this concept is fully explored, it is time to discuss the homework assignment of thinking about what the child wants to have in their quality worlds based on the current situation.

Next, the counselor has the child complete the wants drawing activity by welcoming the child to share what they have drawn for homework. It is vital to process this drawing activity to gauge the reality and immediacy of his/her wants. For instance, a child may say s/he want 100 friends tomorrow or to have a friend return who moved away. Following a full process of the want drawing activity, the counselor moves to a discussion of what actions the child is currently taking, or doing behaviors, to get their want for the situation and allows the child to draw this out. Handouts for the doing drawing may include a body outline, photo, film strip, movie slate, or computer screen. It is important to explore the doing behaviors fully to ensure the child is including as many doing aspects as possible related to the situation to see the range of actions taking place. Continuing with the previous friends' wants, the counselor may prompt the child to draw a time when they tried to make a friend at recess or lunch. If the child draws difficult-to-achieve wants (e.g. bringing a friend back from the dead), it is important for the counselor to process the reality of this with the child to help focus on more obtainable wants. Following a wrap-up and review of the session, the counselor asks the child to review the doing behaviors discussed and think about if they are helping or hurting them to get what they want for the next session.

Session 3-Making Plans

To begin the third session, the counselor provides a review of the doing behaviors **homework activity to assess the child's thoughts** concerning if their doing behaviors are helping or hurting the achievement of the targeted wants. To further explore this, the counselor introduces the evaluation drawing activity to process the results of certain behaviors being demonstrated in an attempt to secure the desired want. Possible handouts **could include a clipboard or magnifying class. The counselor could ask "After you have** thought about (behavior) you have done to try to get what you want, draw me a picture of **what happened.**" Once these drawings have been completed, the counselor may process **them by asking "Did this (behavior) work to get what you wanted?", "How did you feel while you were doing (the behavior)?", and "What were you thinking while you were doing (the behavior)?". After fully processing the situation**, the counselor can begin the discussion of potential new or different behaviors with the child in attempt to achieve that particular want. It is important to appropriately discuss and challenge the ineffective behaviors the child may be employing as a guide, always seeking to develop more potentially effective behaviors. It is also important to focus on important relationships and resources in the **child's life to ensure an all-encompassing and supportive exploration.** For instance, the counselor could inquire into suggestions about the topic they have received from people in their quality worlds on the topic (e.g. parents, teachers, family members). Once a full set of ideas have been established and discussed, the counselor can help the child start to narrow the behavior options down to a potential plan that the child would be willing to attempt with the new doing behavior for a specific situation related to their want. The child can draw this plan out with help from the counselor to process any potential barriers or outcomes that the child may have to address in the moment. The counselor may use handouts of a scroll, book, clock, or trophy for this activity. It is important for the counselor to work through this process in a step-by-step manner to ensure full understanding and development of

reasonable, measurable, and committed plans. From here, the counselor and child can work on chunking the plan into smaller, manageable actions for potentially greater success. Following this drawing, the counselor reviews the session with homework that the child will continue to develop additional plans and bring in the three best ones to discuss in the next session. The counselor can encourage the child to consult with important people to discuss and develop these plans for the next session.

Session 4-Putting the Plan into Action

In the beginning of the fourth session, the counselor welcomes the child and reviews the topics of the previous meeting. The counselor discusses the homework assignment of developing three best plan options to potentially employ to achieve the wants of the given situation. The counselor must thoroughly review and discuss these plans with the child to explore the viability, willingness, and specifics of when, where, and how the plan will be executed by the child. Ultimately, the child will make the final decision on which of the plans will be the best option to enact as a means to potentially achieve the desired want in that situation. The counselor utilizes the plan drawing activity to finalize and process the behavior(s) the child will employ in an attempt to achieve the want. The counselor **could prompt the child to "Choose one of your doing behavior ideas and draw how you think it would look", "When do you think you would be able to do this (behavior)?", and "Is this (behavior) something you think you can do?"**. Once the drawing has been fully processed, the counselor reviews the session and assigns the homework of implementing the plan and bringing a drawing of the doing behavior and evaluation to the next session.

Session 5-Evaluating the Plan

Session five begins with a review of the previous session and discussion of the doing behavior and evaluation of the implemented plan with the child. The counselor discusses the doing behavior implemented and results of the evaluation drawing with the child to explore the pros and cons of the outcomes. The counselor may say, "So, what did you decide to do about (situation)?" "How did you/the other person react to the (behavior)?" and "Do you think it worked to get you (want)?" During this discussion, the child and counselor can also process any potential alterations that may be needed in the plan to better achieve the want for the child. Following this discussion, the child will complete the plan drawing activity with the alterations again to be utilized before the next meeting. If the original plan was successful, it is appropriate to simply repeat the doing behavior in a different situation. The counselor again instructs the child to complete a drawing of the doing behavior and evaluation of the plan to be discussed Session 5-Evaluating the Plan in the next meeting. It is vital to remind the child that the next session will be the last.

Session 6-Review and Future Planning

In the final session, the counselor begins with a review of the previous meeting and processes the evaluation drawing results. During this session, the key element is the **process and development of the most effective plan to meet the child's needs as well as** looking at potential alternative plans for future use in various situations that may arise for the child related to their wants and needs. Once the counselor and child have a solid sense of his/her future plans, the counselor can prompt the child to draw some future plans of doing behaviors related to the desired wants in the situations they may encounter. The counselor can then provide a brief review of the key reality therapy concepts by looking through the previous drawings and making a clear connection among the various aspects of the reality therapy aspects. The child can take the drawings or leave them with the

counselor. Having the drawings can help the child see their progress, effort, and goals in a tangible manner. To finalize the experience, the counselor provides the opportunity to answer any questions or take feedback from the child regarding the experience. The counselor thanks the child for attending and the effort displayed during their time together. It is appropriate to set up a follow-up session in two to three weeks to re-evaluate the **child's situation**, if necessary.

Conclusion

The purpose of this manuscript was to provide an introduction and an outline regarding how reality art therapy works, and to expand upon the existing play-based interventions available to practitioners working with children in various settings. Through this intervention, the practitioner engages with the child through a familiar and comfortable medium of art to explore and incorporate key aspects of reality therapy. The counselor and **child are able to assess and create insights into the child's wants, needs, doing behaviors, plans, and quality world pictures** with a process that is developmentally and culturally appropriate to address a multitude of potential issues faced by children in society today. The use of play-based activities such as art also provide an essential component of reality therapy, the relationship. The relationship established between the counselor and child is paramount in helping the child gain an understanding of his/her quality worlds, needs, wants, and behaviors while developing new strategies to create a healthy, productive, and satisfying outcome.

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Brief Bios--

Dr. Eric S. Davis is a counselor educator at the University of South Florida. He has worked in a juvenile detention center and special education, elementary, and high schools. He is a Florida certified school counselor, National Certified Counselor, and School-Based Registered **Play Therapist**. **Dr. Davis' current research areas include chronic illness and school-based** issues, employing play therapy to work with language and behavior difficulties, stay-at-home-dads, and creative counselor education pedagogy.

Tara Lee is a Florida certified school counselor. She is currently serving as a counselor and as a dual enrollment liaison at Celebration High School. She has also worked as an elementary school counselor.

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EXERCISES AND AN INTERVIEW TO TEACH TOTAL BEHAVIOR

Dr. Zachary Rapport

Abstract

In this article, find two exercises and a mock interview between BW, William Glasser, and Carleen Glasser. I created the exercises and interview to provide a tool to teach an important Choice Theory idea—*total behavior*.

Total Behavior

Instructions: If you do the exercise by yourself, write your answers to each question. If you do the exercise with someone else, say the answers out loud to the person you work with.

Recall a time you were *acting*.

- What was the action?
- During the action, what were you thinking at the same time?
- During the action, what were you feeling at the same time?
- During the action, what was happening with your body (physiology) at the same time?

Recall a time you were *thinking*.

- What were you thinking?
- As you were thinking, what were your actions?
- As you were thinking, what were you feeling?
- As you were thinking, what was happening with your body (physiology)?

Recall a time you were *feeling*.

- What were you feeling?
- As you were feeling, what were your actions?
- As you were feeling, what were you thinking?
- As you were feeling, what was happening with your body (physiology)?

Recall a time something was happening with your body (*physiology*).

- What was happening with your body?
- As something was happening with your body, what were your actions?
- As something was happening with your body, what were you thinking?
- As something was happening with your body, what were your feelings?

What do all four examples have in common with one another?

Instructions: Below find a car with four wheels. Next to the front right wheel, write the word ACTING. Next to the front left wheel, write the word THINKING. Next to the back right wheel, write the word FEELING. Next to the back left wheel, write the word BODY. Above the front wheels, about center between them, write the word CHOICE. Write your answers to the questions below the car.



As you drive the above car, how many of the four wheels turn at the same time?

When you turn the steering wheel, the two front wheels turn. What do the back wheels do?

How is your behavior like the car above?

Mock Interview

BW: Today, I have the pleasure of interviewing William and Carleen Glasser. Nice car! How is the car related to your theory?

William: The car is a metaphor to help people understand the idea of total behaviors.

BW: The previous page had a few questions on it. Let's answer the questions for our readers. As you drive the car, how many of the wheels turn at the same time?

Carleen: As you drive a car, all four wheels turn at the same time.

BW: How is that related to a person's behavior?

William: Everything you chose to do is made up of four parts—acting, thinking, feeling, and Body. Nothing you do is *only* acting or *only* thinking or *only* feeling or *only* body. All four parts happen at the same time. All behavior is total behavior.

BW: When you turn the steering wheel, the two front wheels turn. What do the back wheels do?

William: The back wheels change direction with the front wheels. All four wheels are part of one system.

BW: How is that related to a person's behavior?

William: In the car, you have direct control over the front wheels. As a person, you have direct control over your acting and thinking. In the car, the back wheels follow the lead of the front wheels. As a person, your feelings and body follow the choices you make about your acting and thinking.

BW: Can you say that in different terms?

Carleen: Sure. As you choose the way you act or think, you indirectly choose the way you **feel and some of your body's physical processes**.

BW: Please provide an example.

William: After you lose a job, you sit on your couch, watch television, and think about all **the bills you won't be able to pay this month. You feel depressed and your body feels sluggish.** You directly choose to sit on your couch and watch television (acting) and you directly chose to think about the bills you won't be able to pay this month (thinking). Because all behavior is total behavior, the acting and thinking include feelings and body. In this case, feeling depressed and physically sluggish come with the other choices you made.

BW: Wait. So you mean, by choosing to sit on the couch and think certain thoughts, I indirectly chose to feel depressed and sluggish?

Carleen: Correct.

BW: I'm to blame that I feel depressed? C'mon, I just lost a job.

Carleen: We aren't blaming you. We aren't saying that you want to feel depressed and sluggish. It's just a fact that feeling depressed and sluggish tend to go together with the choice to sit around and worrying about your bills. They are parts of the same total behavior.

BW: Please share another example.

William: One of my neighbors has just finished a vigorous run. I ask him, what is causing you to sweat? He looks at me strangely and replies: I am sweating because I was running. My neighbor believes that running causes sweating. Actually, running does *not* cause sweating. Running is the acting part of a total behavior. The cause of his running *and* his sweating was his CHOICE to run. The choice came first. Running and sweating followed.

BW: What would you like our readers to take away from our discussion on total behaviors?

William: When you realize that all four parts happen at the same time and that you have direct control over acting and thinking, then you understand that you can change the way you act, think, feel and some of your physiology by making different choices.

CHOICE → acting, thinking, feeling, body

BW: Very good conversation! Thank you both.

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Brief Autobiography

Dr. Zachary Rapport has experience counseling various populations, teaching in higher education, and running a university counseling department. He completed an M.S. in Mental Health Counseling and an Ed.D in Education, Leadership, and Management. He trained with William Glasser, Carleen Glasser and Robert Wubbolding (Choice Theory and Reality Therapy Certified in 2001). His favorite hobby is to hike and take photographs at regional, state, and national parks.

EFFECT OF TRAINING WILLIAM GLASSER'S CHOICE THEORY ON NURSING STUDENTS' HAPPINESS

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Abstract

The main aim of this study was to assess the effect of William Glasser's *choice theory* on nursing students' happiness. This was a quasi-experimental study (with pre-test and post-test). The participants were 68 nursing students. After undertaking the intervention, the mean scores of happiness were significantly increased from 39.74 to 45.92 ($P < 0.003$) in the intervention group. These results indicated that by providing training in William Glasser's *choice theory* the associated components of happiness were improved in nursing students, plus it was found to also enhance the interpersonal relationships among them. Thus, employing this theory in nursing students' education is strongly recommended.

Keywords: *choice theory, reality therapy, counseling, nursing students, happiness*

Pursuing happiness is a concept that is desired by people around the world (Diener, 2000; Nelson, Kurtz, & Lyubomirsky, 2015). Despite the universal nature of this goal, the path to reaching happiness is not always straightforward partly because people are incapable of knowing what makes them happy forever (Nelson et al., 2015; Wilson & Gilbert, 2005). Based on numerous definitions, happiness (also referred to as subjective well-being) is a pleasant feeling associated with positive inner experiences to the extent that individuals evaluate the quality of their life generally as favorable (Argyle, 2013; Bekhet, Zauszniewski, & Nakhla, 2008; Lu et al., 2001). Notably, happiness appears to encompass two components, i.e., emotional and cognitive (Nelson et al., 2015).

Nurses tend to act as the central point for health care dealing with various demands and challenges on a daily basis (E. Ozkara San, 2015; Saatchi & Taghavi Larijani, 2019). Studies show that happy people act more energetic, creative, successful, and sociable (Jun & Jo, 2016; Lyubomirsky, King, & Diener, 2005). Therefore, happiness is of great importance in nursing students' education because one of the responsibilities of nurses is to help patients, and if nursing students have a happy life, they should more likely be committed to taking care of their patients with greater care and concern than those who lack such happy backgrounds (Jo, 2011; Jun & Jo, 2016). In addition, happiness is related to better physical and mental health, which is pivotal for healthcare providers (Jun & Jo, 2016; Lyubomirsky et al., 2005). Since nurses need communication skills to take care of their patients (Eda Ozkara San, 2015), designing models that strengthen their relationships may lead to furthering their happiness. This could improve their physical and mental health, their communication with other healthcare members, and could also improve their interactions with patients.

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One of the methods to develop happiness models is to employ psychological theories. William Glaser's *choice theory* and reality therapy are among the psychotherapy methods that have utilized in many settings, including counseling, social work, education, crisis intervention, rehabilitation, institutional management, and community promotion (Corey, 2017). The *choice theory* model suggests that we are responsible for our actions and ideas, and other people or things cannot indeed affect us to behave or feel in any other particular way (Bradley, 2014). As Glasser (2013, pp. 4-7) stated in *Take charge of your life*, "None of what we do is due to external factors". In fact, if we believe that what we do is due to external forces, we would be nothing but "dead machines", despite the fact that we are living things. The *choice theory* approach suggests that humans are not born as blank plates waiting to be motivated by the outside forces; rather, their lives are guided by the five basic needs. These five basic needs include survival, love and belonging, power, freedom, and fun. All humans have these needs, but the strength of each need could be different from one individual to another. Glasser believed that the need for love and belonging is the principal need among the five basic needs (Corey, 2017). Accordingly, he was of the belief that the root cause of most unhappiness is in dissatisfactory communications, or the non-existence of communications (Bradley, 2014). Similarly, reality therapy provides a method to assist people to effectively control their lives. Reality therapists teach individuals *choice theory*, helping them to identify their unmet needs, and then taking steps to fulfill those needs (Corey, 2017).

Given the fact that personal relationships have a remarkable impact on individuals' level of happiness (Jun & Jo, 2016), and the interplay of *choice theory* and reality therapy on individuals' communication and need for love and belonging (Bradley, 2014; Corey, 2017), this study sought to explore the effect of William Glaser's *choice theory* upon nursing students' levels of happiness.

Methods

This study used the quasi-experimental design (with pre-test and post-test). Participants were 68 nursing undergraduate students from the Tehran University of Medical Sciences. The students were selected using the convenience sampling method and randomly allocated nurses into two—intervention and control—groups. The dependent variable was happiness, which was measured using the *Oxford Happiness Inventory (OHI)* (Hills & Argyle, 2002). The intervention was the implementation of William Glasser's *choice theory* on the intervention group (while the control group received no such training). This training comprised of a 16-hour workshop (in four sessions), including (1) an introduction about *choice theory* and reality therapy (2) their application and components, and (3) teaching them how to employ these elements in life.

Results

The findings revealed that most of the participants were under 20 years old (66.17%), and that 55.88% were females. The majority were not married (95.58%). Only 5.89% were working in hospitals, and 51.47% were living with their families, compared to 48.53% who were residing in university housing. In terms of financial status, most of them were above average level. The mean scores of happiness were significantly increased from 39.74 to 45.92 ($P < 0.003$) in the intervention group. Whereas, their scores were virtually unchanged in the control group, which received no intervention (36.55 to 36.57).

Discussion

It is important to note that there are several components within the *Oxford Happiness Inventory (QHI)*, such as self-concept, life satisfaction, optimism, hopefulness, finding beauty in things, effective communication, control over life, mental and physical health,

decision-making, commitment, plus more, and that these components were significantly enhanced by the implementation of William Glasser's *choice theory* in our study.

The most significant component of *choice theory* and reality therapy is the interpersonal relationships of individuals. Glasser believed that the root cause of individuals' problems is from unsatisfying relationships, or the lack of relationships between individuals (Bradley, 2014), and stated that because of this gap, individuals tend to choose their maladaptive behaviors as a way to escape from their frustration. Jo (2011) found that nursing students feel happier when they were supported by their parents, family, and friends. This feeling was also associated with having relationships in which they could express their feelings and thoughts (Jun & Jo, 2016; Martin, 2005). In another study, it is documented that having friendships are linked with higher levels of subjective well-being in nursing students. Therefore, social support can be considered as an effective factor in enhancing nursing students' happiness levels (Jun & Jo, 2016). Interpersonal relationships that nurses have with their patients, colleagues, and others are one of the main contributing factors to **nurses' happiness**. As studies have reported, if college students **experience sufficient** happiness during their education, they, in turn, would experience better academic performance, as well as a happier professional experiences after graduation (Hoggard 2005, Martin 2005). Therefore, incorporating educational workshops and programs—like the intervention we had in our study—with nursing curriculums could facilitate nursing students to advance in their college experience and post-graduation job performance.

Conclusion

In conclusion, it is evidenced that the use of William Glasser's *choice theory* significantly improved the components of happiness in nursing students. Thus, by integrating the use of this theory—as educational workshops or programs—with the nursing curriculum did promote happiness in nursing students, plus it also enhanced the interpersonal relationships between students and others. On the basis of the findings reported here, the evidence **suggests that the implementation of choice theory does aid nursing students' happiness** levels and their relationships with others, and therefore the use of choice theory in this way is highly recommended.

Highlights

- Pursuing happiness is a widespread goal. However, the path for reaching this goal is not generally understood.
- The examination of nurses' happiness is a relatively new concept, and it is likely crucial in terms of influencing nurses' capabilities to help patients.
- Glasser believed that the need for love and belonging is the primary need for humans. He suggested that the root cause of most unhappiness is in dissatisfactory relationships or the non-existence of relationships.
- Findings from this study demonstrated that using William Glasser's *choice theory* was able to enhance the components related to the happiness in nursing students.
- Given the coverage of different human needs in William Glasser's *choice theory*, employing this theory in nursing students' education is strongly recommended.

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A BEACON OF LIGHT: APPLYING CHOICE THEORY TO THE COVID-19 PANDEMIC

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Abstract

This paper provides an application of William Glasser's (1998) choice theory and Randy Pausch's (2007) "lessons learned" to the current worldwide health pandemic, COVID-19. Furthermore, reflective questions are included to support mental health workers as they engage with people impacted by COVID-19.

Keywords: choice theory, basic needs, COVID-19, *Last Lecture*

As COVID-19 continues to barrel around the world, it leaves citizens and societies juggling a myriad of challenges. Nations closed and enforced "stay at home" orders. Parents lost jobs, yet still try to provide for their families. Companies transformed from brick-and-mortar to the cyber world. Small businesses are either closed or struggling to maintain some type of product to pay the bills. Stock markets have crashed. Now states and nations are attempting to re-open after this unprecedented era in history. Unfortunately, COVID-19 continues to threaten the sustainability of re-opening societies around the globe.

As the world reflects on the impacts of the pandemic, people are figuring out how to create a **"new normal."** **Nothing is the same**, nor will it likely be the same even after "stay at home" orders subside. As the world watches and wonders what the long-term impacts will be, **William Glasser's** (1998) Choice Theory and **Randy Pausch's** *The Last Lecture* can provide guiding beacons of light. While **Glasser's** choice theory was initially introduced over three **decades ago and Pausch's lecture was broadcasted over** a decade ago, the **interconnection of theory and "lessons learned"** are even more radiant during this worldwide crisis. **Glasser's** (1998) Choice Theory claims that people have five basic needs: fun, power, freedom, survival, and love and belonging. Choice theory provides the foundation to **support people's desires to gain control over their lives.** This theory intertwines well with **Randy Pausch's** "lessons learned" can guide individuals on their journey to re-gaining that control during these challenging times. **As Pausch stated in his last lecture, "We cannot change the cards we are dealt, just how we play the hand"** (Pausch, 2007). This paper provides an application of choice theory and "lessons learned" to the current worldwide health crisis while also providing reflective questions to support mental health workers as they engage with people impacted by COVID-19.

COVID-19

SARS-CoV-2, otherwise referred to as COVID-19 or the 2019 novel coronavirus, is a severe acute respiratory syndrome caused by mutations throughout the coronavirus genome (Phan, 2020). The World Health Organization (WHO, 2020b) released the official viral name **as "severe acute respiratory syndrome coronavirus 2" and the disease it causes as the "coronavirus disease."** **This strain originated out of Wuhan, Hubei Province** in China, during the latter months of 2019 from an animal reservoir (World Health Organization, 2020c). This identifies the emergence of the COVID-19 etiologically as animal-to-person transmittance. Those who contracted COVID-19, despite having no exposure to an infected animal source, were apparently victimized by a "person-to-person spread," which became the primary form of the disease's transmittance worldwide (World Health Organization, 2020c).

COVID-19 was first reported December 31, 2019 to the World Health Organization Country Office in China as a cluster of pneumonia cases with unknown etiology (World Health Organization, 2020c). On January 12, 2020, China publically released the genetic sequencing of the virus for further research and on January 30, 2020 a Public Health Emergency of International Concern was issued by the WHO Director General with advisory from the Emergency Committee. On February 11, 2020, the World Health Organization announced the name as COVID-19 and one month later on March 11, 2020, it was declared a pandemic (World Health Organization, 2020c).

As of June 25, 2020, there were 9,457,902 confirmed global cases of which 2,381,369 cases were in the United States (Center for Systems Science and Engineering, 2020). All 50 states including four territories, Guam, Northern Mariana Islands, Puerto Rico, and Virgin Islands, reported both cases and deaths. Furthermore, there were 483,311 global deaths of which 121,979 deaths were in the United States (Center for Systems Science and Engineering, 2020). According to the World Health Organization (2020a), all regions COVID-19 cases: As of June 25, 2020, there are only three countries that were not reporting COVID-19 cases: Western Sahara, Turkmenistan, and North Korea (Center for Disease Control and Prevention, 2020).

Choice Theory

William Glasser (1998) initially coined choice theory to help understand why people act and think the way they do. Glasser (1998) believed that people are intrinsically motivated to meet five innate basic needs: fun, power, survival, freedom, and love and belonging. These needs are universal and often overlap with each other. In the event that a person is not able to meet one or more of those basic needs, it creates pain and discomfort. As an individual makes choices to balance pain and pleasure, it impacts the person's **total** behavior: acting, thinking, feeling, and physiology (Glasser, 1998). Glasser (1998) believed that a person can directly control their thoughts (mind) and behavior (action) while indirectly controlling their feelings and how their body responds.

The Last Lecture

Similar to Glasser, Randy Pausch shared an optimistic perspective on living life. Pausch was a professor of computer science at Carnegie Mellon University in Pittsburgh, Pennsylvania. After being told that he had three to six months to live due to pancreatic cancer, Randy Pausch gave his last lecture in an auditorium at Carnegie Mellon (Carnegie Mellon University, 2007). During this lecture on September 18, 2007, he shared with students, colleagues, and friends the lessons he learned during his life. Soon after this lecture, he wrote the book, *The Last Lecture*, to further capitalize and share these life lessons. Glasser and Pausch both focused on the present moment and how people have the choice to think and act differently even in the midst of adversity.

Choice Theory and "Lessons Learned" as a Catalyst

Glasser (1998) believed people are successful if they take responsibility for their choices. While external events **may impact a person's thoughts and behaviors, an individual** ultimately has the choice on how they want to think and act. The COVID-19 pandemic impacted the entire world, with no rock left unturned. That being said, every person and nation has the choice on how to respond to this crisis. As Pausch reflected on his terminal diagnosis and how he wanted to spend his remaining days, he asked himself the question, "**...Am I a fun-loving Tigger or am I a sad-sack Eeyore**" (Pausch, 2008, p. 180). Even as

Pausch knew he was dying, he had the choice to be sad, upset, and angry about the situation or to be happy and enjoy the time he had left.

While terminal cancer is different than a global pandemic, both situations are not desirable nor wanted. Furthermore, both situations have the opportunity to negatively impact **people's daily lives** even to the point of death. With COVID-19, nations were told to stay at home and avoid contact with others, manage job transformation or loss, and abruptly redefine the means by which needs are met. For those working from home, personal and professional boundaries were blurred. Those who lost their jobs were anxious and afraid of how they will pay their bills. While each experience was unique and had different challenges, people had and still, to this day, have the choice in how they respond to their situation. Do people choose to look at only the negative impacts or do people take solitude in the present moment and try to have an optimistic perspective? Glasser (1998) believed that the choices people make are connected to one's effort to innately meet their basic needs.

Fun

One of the five basic needs is the need for fun. Glasser (1998) maintained that learning is necessary for survival and because fun is the genetic reward for learning, a need for fun is built directly into **a human's** genetic code. The concept for fun seems to be timelessly and universally accepted, desired, and enjoyed. Current Western culture associates fun with terms like play, humor, relaxation, and pleasure (Glasser, 1998). According to Glasser (1998), fun is the easiest need to satisfy, since it is associated with copious amounts of laughter, and is best-served socially. Some of the greatest minds in history who have contributed to society, including Pausch (2007), encourage us to, above all else, never stop *having fun*. If a **person's ability to have fun in social settings** is taken away, they can be stripped of a defining characteristic in what it means to be human.

Since COVID-19, people have had the opportunity to engage in more fun and relaxing activities. In the Western culture where fast-paced routines and structure dictate every moment in a day, the abrupt change to less structure and more time for pleasurable activities was like a jolt to the system. Unfortunately in Western societies, the focus is more on **one's job and less on having fun**. One of Pausch's lessons he shared was to, "never lose the childlike wonder," thus he reiterated the importance of having fun (Carnegie Mellon University, 2007). Childlike wonder could also be connected to the innate ability to be creative and imaginative. These skills were demonstrated during the pandemic when family and friends connected via platforms such as FaceTime and Zoom for virtual get-togethers, happy hours, and playing games. While nothing can replace the essence of being physically together and having fun, creativity may allow people to enjoy each other in innovative ways.

Thoughts/Questions for reflection

1. Meet the client where they are. Forcing them to do anything may result in them losing their creativity and will (Bin Jusoh, 2019).
2. "What does having fun mean to you?"
3. "What can you do during stressful times that might be fun or relaxing?"
4. "What benefits do you see from doing something fun?"
5. "What have you done in the past that was pleasurable?"
6. "What cognitive, emotional, psychological, spiritual, and physical changes do you notice before and after doing something fun?"

Power

Another basic need that Glasser (1998) believed was essential to human motivation was power. According to Glasser (1998), power is an insatiable need that is unique to humans. **A person's need to feel powerful will likely be judged with criticism, but the desire to make a difference, achieve great things, and be respected are concepts that are relatable for most people.** In Pausch's (2007) *Last Lecture* speech, only months before his projected death, he spoke at length about one of the major tenets of power; the importance of *leaving a legacy*. In Western cultures, people often meet this need of *power* through their work. Whether people are managing others, **training a new employee, using skills to fix someone's car, closing a big deal, or deciding who passes or fails a class, the desire to matter and be recognized are often quenched in a person's work.** One's self-image and self-esteem, which can be directly related to their mental health, are tied to their ability to achieve their need for power. Glasser (1998) explained that if people do not satisfy the need for power, then they are likely experiencing the pain of being *powerless*. Empowered with this knowledge, it is easy to see how a nation of suddenly jobless, and thus powerless, individuals can feel overwhelmed by the mystery of their newfound feelings of depression and anxiety.

While COVID-19 continues to transform societies, **the "old normal" morphs into the "new normal,"** thus potentially causing tension between people. Individuals may become frustrated and irritable that lifestyles are rapidly evolving and they may have no control over it. It may be easier for people to throw their hands up **and say, "it's impossible" or "how in the world can this be done?"** People who were once extremely competent in their **ability to do their jobs "face-to-face"** may feel incompetent to do it virtually. People who lost their jobs due to furloughs, retrenchment, or the business going bankrupt, may think **that they've** lost their identity or that they no longer matter. It is in these times when **people want to "Be prepared [because] 'luck' is where preparation meets opportunity"** (Carnegie Mellon University, 2007). When jobs or plans are altered, it is important to be prepared for the new opportunities that may happen. Too often, if people negatively focus on change, the new opportunities are missed. Openness can lead to a new fulfillment of power and success.

Thoughts/Questions for reflection

1. "How are you making a difference right now?"
2. "How important is it for you to be recognized for your contributions and support?"
3. "How does your situation now impact your ability to feel competent in your work?"
4. "How might this experience help you in the future?"
5. "What have you learned about yourself and your ability to adapt to change?"
6. "What new skills do you have that will help you moving forward in your job?"
7. "Were there activities, quotes, or general coping practices that helped you adjust to your newly defined responsibilities? If not, looking back, what would you encourage yourself to do?"

Survival

According to Glasser (1998), survival is the most basic of all needs and is programmed into every living organism ever created. Whether an organism is aware of this fact or not, the desire for survival of self, family, and species is at the core of every thought, behavior, and choice. Glasser (1998) maintained that as humans became aware of this need for survival, they gradually changed their behaviors and survival rates improved. It is from **the human's** greatly improved ability to survive that the needs for love, power, freedom, and fun **evolved** (Glasser, 1998). Glasser's (1998) view on survival is in alignment with Maslow's

perspective that humans require food, water, shelter, health, safety, and security. In many cultures, these needs are driven by **an individual's** monetary resources. Unfortunately, during the current pandemic, people are losing their jobs thus resulting in unemployment rates ranging from 5.2% in Nebraska to 25.3% in Nevada (U.S. Bureau of Labor Statistics, 2020). Hence, the global health pandemic threatens to destroy **people's** ability to meet their basic needs.

Survival of a person and/or species requires adaptability and flexibility, or **"survival of the fittest"** as **Charles Darwin stated**. COVID-19 forced people to alter their daily lifestyles in an effort to meet their most basic needs. One of the ways society adapted was in the use of technology as the primary source of continuing employment. For jobs that could use technology to accomplish their responsibilities, employees could continue working. Jobs that could not be translated to a virtual world unfortunately required them to shut down or close. This meant a loss of income for many people, which in turn impacted **one's** financial resources to afford shelter, food, water, and healthcare. **As with any challenge, "brick walls are there for a reason"** (Pausch, 2008, p. 79). Sometimes the walls may seem extraordinarily high and we may want to give up, **but we "[can't] bail [because] the best gold is at the bottom of barrels of crap"** (Carnegie Mellon University, 2007). Sometimes **people don't know the purpose or reason for** the struggle or challenge, but hopefully in time they can look back and see a purpose for it all. Perserverance, determination, adaptability, and flexibility all support the ability to survive.

Thoughts/Questions for reflection

1. **"How are/were your needs being met on a daily basis?"**
2. **"What changes happened to help you meet those needs? How could those changes help you in the future?"**
3. **"What do you need in order to feel safe and secure now?"**
4. **"What does it mean to be a survivor? How were you a survivor during that time?"**
5. **"What personal characteristics, skills, or attributes contributed to your ability to meet your basic needs?"**
6. **"How did you respond to the 'brick walls' in front of you?"**
7. **"What lessons did you learn throughout and after the trials, discomfort, and obstacles?"**

Freedom

A defining characteristic of what it means to be an American is the constitutional right to be free. According to Glasser (1998), the human need for freedom is satisfied by having choices, moving freely and autonomously without restriction, and feeling pride in **proclaiming one's independence**. **As Americans, the concept of freedom comes easily and only warrants concern when people perceive this freedom as being threatened** (Glasser, 1998). For individuals who never paid attention to the inherent beauty in freedom, the sudden loss of these freedoms is certain to be noticed. To Glasser (1998), the enemy of freedom is **external control**. A global health crisis which forces governments to control every aspect of life, from where its citizens can eat, shop, walk, work, play, and exist will certainly cause friction as our defining human need to live freely is repressed.

While people may wince at these restrictions, Pausch provided perspective to these life-altering changes. He stated that while people may have rights, they must also understand responsibilities (Pausch, 2008, p. 175). One of these responsibilities is to contribute to the

common good. When reviewing the global impacts of the pandemic, as of June 25, 2020, there were 9,457,902 total confirmed cases and 483,311 confirmed deaths due to COVID-19 (Center for Systems Science and Engineering, 2020). While no death is acceptable, these numbers could have been higher if it was not for significant societal efforts to physically distance themselves from others. Furthermore, when looked at broadly, this pandemic may provide societal freedom for the United States. For example, the U.S. notoriously relied on China for many materials and products. Perhaps this pandemic may support the need for the United States to rely more on its own nation to make its products, thus creating autonomy from other countries. While citizens may have lost the freedom to walk around or go to stores for a period of time, society as a whole may gain ultimate freedom from other countries. This freedom could even result in more jobs for U.S. citizens, which in turn could significantly decrease unemployment rates in the long run.

Thoughts/Questions for reflection

1. "What is it that you want but cannot have?" (Bin Jusoh, 2019)
2. "What can you do to help yourself get what you want?"
3. "What does 'freedom' look like to you?"
4. "When your definition of 'freedom' is challenged, how do you respond?"
5. "Is personal discomfort acceptable when others assert that it is for the 'common good'?"
6. "What do you need to feel free? Can that be attained without political reform?"

Love and Belonging

According to Glasser (1998), the need for love and belonging comes to us in the form of *human connection*. Love will look and feel differently depending on who the bond is shared with, but healthy involvement with friends, family members, intimate partners, colleagues, organizations, and even pets will satisfy the innate human need to feel love and belonging. To Glasser (1998), experiencing love is pure ecstasy, but the absence of love is the greatest of all human miseries. For many people around the world who are not presently in intimate relationships, dating apps and social networking sites provided this necessary human connection. For example, the top-rated dating and human connection app *Tinder* was said to have 57 million users worldwide (Iqbal, 2020). Essentially 57 million people from a single app were likely socially isolating themselves but still looking for the warmth of a human connection.

As the world transformed into cyberspace, people were **not allowing "physical distancing" to determine their "social distancing."** If the United States looks into their past, notoriously unfortunate life-altering situations propelled the nation(s) to come together. During COVID-19, nations came together to help others, which Glasser (1998) believed was a way that people could care for one another or offer humanitarian aid. Stories were broadcasted on Facebook, Instagram, and across TV screens sharing their support for each other. Adults and kids were making masks for others and donating them while others lived for over a month at a factory to make gear for healthcare workers (Flynn, 2020). Companies donated funds to support local small businesses while others shared random acts of kindness to support those around them. People supported each other as societies learned to flourish by working together instead of against each other. "**When we're connected to others, we become better people**" (Pausch, 2008, p. 176).

Thoughts/Questions for reflection

1. "What do you want from others during this time?"
2. "How do you want to support yourself, others, society during this time?"
3. "When you get what you want, how do you feel (emotionally, physically, spiritually)?"
4. "How do you feel loved and cared for by others?"
5. "What do the terms 'love' and 'belonging' mean to you?
6. "How do others **show you that you are loved and belong?"**
7. "How do you show others that you love them and they belong?"

Implications

As COVID-19 continues and society learns how to effectively manage it, nations will need to **adapt to a new normal. This new normal may significantly impact people's every day lives** and their mental health. For example, people may experience fear, anxiety, and stress about going back into the public. Mental health workers may see a rise in alcohol and substance use disorders because it was either a coping mechanism or the shut down **impacted people's ability to access the resources needed to get help.** People may experience grief and loss issues related to the death of a loved one or perhaps loss of employment, identities, and/or **their old "normalcy."** **Parents may struggle with childcare or planning for** the future in a time of uncertainty with PreK-12 schools deciding whether to reopen or stay virtual. Regardless of the issues, therapists will need to support people through this process.

In addition to helping society move forward, therapists may need to help clients process their various experiences. As Pausch stated, "**Experience is what you get when you don't get what you wanted**" (Pausch, 2008, p. 149). No one wanted this to happen, but it did. Now society must process it and learn from it. Many people are fearful of the resurgence of the Coronavirus during the upcoming year and how that may once again impact their daily lives. This is an opportunity for therapists to provide both intervention and prevention. Whether COVID-19 returns at the projected rates or not, therapists can address mental health needs and coping strategies now to potentially minimize a mental health crisis in the future.

Conclusion

Pausch's "lessons learned" focused on the interpersonal and intrapersonal ways of living. A **person's choice on how to respond** to potentially negative situations are connected to their innate needs of fun, power, survival, love and belonging, and ultimately freedom: freedom of choice and control over how people will think and act. Unfortunately, COVID-19 is here to stay. It will never go away, but people have the choice in how they think and react to the new normal. Choice theory can help mental health workers identify **clients'** unmet needs and then develop alternative ways of thinking and acting. The new perspectives may further impact the way people feel, physiologically and emotionally. No matter what, however, how we react to these new circumstances that lie ahead for us, we all must fully realize that it will always be our choice!

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Brief Bios--

Kristin A. Vincenzes, Ph.D., LPC, NCC, ACS, BC-TMH, is the Clinical Mental Health Counseling Program Director and Associate Professor at Lock Haven University. She also provides pro bono mental health services to military service members, Veterans and their families through the *Give an Hour* Program.

Ian T. MacGregor, B.S., is a second-year graduate student in the Clinical Mental Health Counseling Program at Lock Haven University. Mr. MacGregor is a U.S. citizen currently working and living in Mexico as an English Teacher.

McKenzie Monaghan, B.S., is a second-year graduate student in the Clinical Mental Health Counseling Program at Lock Haven University. Miss Monaghan currently resides in Pennsylvania and works as a youth case manager.

IMPROVING OUR CHOICES THROUGH EFFECTIVE GOAL SETTING and PLAN-MAKING

Thomas S. Parish, Ph.D., CTRTC, Editor, The International Journal of Choice Theory and Reality Therapy

Abstract

I have long used the enclosed plan sheet, which I received from Dr. Gary Applegate (1980), (who was a clinical psychologist in Beverly Hills, CA, plus he also served as an instructor for the William Glasser Institute) to aid me in helping my future clients to excel as they strove to achieve their various subgoals and/or goals, whether they were troubled youth, student-athletes, and/or people **looking to change what they're doing and adopt better, more efficient choices instead**. I hope and trust that this short article will consequently help the reader to do better in his/her goal setting and plan-making too!

An ancient Chinese proverb once recommended that "People should seek to live in uninteresting times." For those of us who live on the earth today, however, few people can actually claim that this is how it is for them.

For instance, there are 35,129,130 confirmed cases of the COVID-19 virus worldwide, and notably, 7,457,638 of these cases resided in the U.S.A. (stats collected by Johns Hopkins University and reported on MSNBC News on October 5, 2020). This means that more than 21 percent of those infected by the COVID-19 virus actually live in the U.S.A.

Furthermore, total deaths worldwide from the COVID-19 virus— was 1,037,358, and that American residents constituted 211,012 of that number (stats collected by Johns Hopkins University and reported on MSNBC News on October 5, 2020). This means that more than 20 percent of those killed by this virus had lived on American soil.

Notably, a more extensive review of recent findings regarding the COVID-19 virus has been summarized elsewhere in this issue of the Journal (see Vincenzes, MacGregor & Monaghan, 2020), so I will not seek to dwell further on these data here except to say that the U.S.A. has been maintaining these types of percentages (or greater) regarding the occurrence of this virus for many weeks, despite the fact that the entire population of the U.S.A. is only estimated to be about 4.25 percent of the **world's population** (according to the **Morning Joe's Pandemic Report** on MSNBC, as of August 5, 2020)!

In addition, all of these numbers of cases and deaths will likely continue to increase greatly in the weeks and months ahead, especially in the U.S.A., because adequate controls have as yet not been put in place to control this virus. Dr. Anthony Fauci even projected that the number of COVID-19 virus cases could soon be increasing beyond 100,000 a day (Good Morning America, July 21, 2020).

In addition to having to deal with this COVID-19 virus pandemic, there has also been an incredible economic downturn that many attribute to the existence of this virus! Consequently, tens of millions of people worldwide, and many millions of Americans, too, have been adversely economically affected by it. Thus, in America, fifty-two million

Americans have already applied for unemployment benefits over the last eighteen weeks, as of July 23, 2020, in the wake of this pandemic, according to MSNBC News.

Finally, possibly independent of the pandemic, but occurring in tandem with it, is the great social, civil, and racial unrest that has impacted people worldwide, but particularly in the U.S.A. For instance, over the last few months names like George Floyd, Rayshard Brooks, Breonna Taylor, and Elijah McClain, plus many others, who were relatively unknown before these turbulent times, are now routinely in the forefront of our news media, both in the U.S.A. and around the world too. **Truly, the outcry that "Black Lives Matter," seems to be of foremost concern for nearly everyone, everywhere, more so than ever before.**

So as a result of these occurrences, described above, **the world's population generally, and the US population specifically, have concluded that most everything seems to be currently out-of-control, and that few of us can do very much about it!** Notably, these events, in turn, may have generally given rise to the occurrence of various feelings in people like increased stress, frustration, and/or depression that are being experienced by nearly everybody everywhere, but perhaps particularly in America.

To help deal with these events, and their accompanying **feelings, what's needed is for** someone to provide some ways to overcome these problems by helping people to take more effective control of their lives. To this end the present paper is directed.

Notably, Theodore Roosevelt once said that "We need to do what we can, with what we have, with where we are," Said somewhat differently, it's also been said that "We shouldn't worry about whether or not we have a 'good opportunity,' but that we must always endeavor to be 'good' to every opportunity."

GOAL SETTING

Basically, for us to achieve our most desirable goals, we all will need to impose some structure upon the situation, by identifying what it is that we truly want. As the old saying goes, **"We need to imagine it, plan it, and then do it!"** This being so, we will first need to consider the two most important points of the compass, namely, (1) where we are right now (i.e., the center point of the compass) and (2) where we wish to go (or where we need to go to get what we want), both on the compass and in real life. Notably, of course, the end-product is our final goal or destination, while points along the way might represent subgoals that we might need to achieve en route to our final or ultimate goal.

PLAN-MAKING

Of course, as we identify and/or develop our subgoals and/or goals, we need to also develop the most efficient plans possible to move us toward achieving the subgoals/goals that we hope to reach. What limits might be imposed here, however, if we choose to plan poorly?

Although almost everyone might say that they need to **avoid "bad plans" or "bad habits,"** most people are still ensnared by them. **This is because "bad plans/bad habits" are like "soft beds,"** since they are easy to get into, but very difficult to get out of! Preferably, only positive, effective plans or habits should be chosen since they will more likely help us to reach the ends that we seek. Notably, according to Dr. Gary Applegate (1980), the best plans/habits need to possess the following six basic elements:

SIMPLE-Not complicated, a small plan, not self-defeating, a "B" plan rather than a "Z" plan.

SPECIFIC-As to what, where, when, how, etc.

A DO PLAN-A "Do something plan," and NOT a "Stop doing something plan"!

REPETITIVE-Something you can do every day or repeat often. **Make it a "positive habit."**

INDEPENDENT-A plan that is solely dependent upon you and NOT dependent upon others.

IMMEDIATE-A plan that should start NOW, without any allowance for procrastination.

To start this process the reader should do the following:

Atop each plan sheet (see below) should be listed one's final or ultimate goal, and then the subgoal(s) that will be targeted over the next one to five weeks or so. **The reader's** weekly plans should definitely bring him/her progressively closer to his/her subgoals, as well as progressively closer to his/her final goal as well.

Regarding the week #1 plan sheet, the reader should write out his/her weekly plan, then sign his/her name committing to fulfill the plan. Next, the signed plan sheet should be placed in a prominent place (e.g., like the door of the refrigerator) so that all could see the progress being made. Why there and not hidden in a book somewhere? Well Gary Applegate often said that "**invisible is miserable**," so we need to make plans highly visible for ourselves as well as for others, too, if we really wish to realize our subgoals and/or goals fully.

With the first week's plan written down and posted for all to see, the reader needs to then fill out the following grid daily for the next week:

Final or Ultimate Goal: _____

Weekly Subgoal: _____

My WEEKLY PLAN: _____

Signature: _____ Date: _____

WORKING MY PLAN	DID I DO IT?	FEELINGS/COMMENTS
	Yes or No	e.g., Feeling Good or Bad
Monday	_____	_____
Tuesday	_____	_____
Wednesday	_____	_____
Thursday	_____	_____
Friday	_____	_____
Saturday	_____	_____
Sunday	_____	_____

Once the reader has completed the first **week's plan sheet**, and then everyone after that, what should the reader quickly discover?

Answer: Basically, that **one's** feelings can be controlled by **one's** actions! In other words, the reader will quickly see that s/he will feel better about himself/herself after s/he has successfully executed his/her plan each day, but not when s/he failed to do so. This idea is in accordance with the notion offered by Og Mandino (1968) that weak is s/he who allows his/her feelings to control his/her behaviors, but strong is s/he who allows his or her behaviors to control his/her emotions. Either way, of course, it will always be up to the reader regarding (1) what s/he chooses to do, and (2) how s/he subsequently feels as a result of his/her actions!

To find out more regarding how to take more effective control of your life the reader is urged go to www.wglasser.org/journals and peruse the last eleven years of articles compiled there since many of them should assist the reader in managing his/her life better. Another resource that the reader might wish to seek out in order to aid his/her efforts to take more effective control of his/her life is—

Parish, T. S. (2020). Brief bio. *International Journal of Choice Theory and Reality Therapy*, 40(1), pp.145-147, which is loaded with references that could also help the reader discover ways to act more effectively and efficiently, and help the reader to reach his/her various subgoals and goals too!

The reader could also contact me directly at parishts@gmail.com or call me at (785) 845-2044. Yes, I am including my phone number here so that anyone can call me who is seeking greater clarification and/or more insights regarding how this instrument has worked **for me and the people that I've sought to assist**, for the better part of four decades!

In closing, may I wish each of you who are seeking to take better control of what you do, to **start now, and don't procrastinate**, for in doing so you can surely progress toward making yours a much better life!

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IDEAS CONCERNING HOW ONE MIGHT SATISFY HIS/HER NEEDS DURING THIS CORONAVIRUS PANDEMIC

Janet Morgan, Ed.D., CTRTC

Our daily lives have suddenly changed, not stopped. We still are human and desire the most essential of all human desires, personal connections, relationships. In this most complicated time, we are challenged on how to create connections that have meaning and substance, value, and intimacy. In addition, we are challenged to ensure that our needs for competence, fun, and freedom are also being met while we are striving to survive and deal with the pandemic.

Some will crawl under the bedcovers and hide the day away while others will read books, write poetry, and cook exotic meals. Our basic needs are arising, demanding to be fulfilled despite the restrictions and quarantine rules that are imposed upon us which are designed for our safety.

How can we meet our basic needs despite the various borders that confine us? The following are a few ideas to help us think about things we can do to help ensure that our needs will be met even during a pandemic. Please add your own ideas and use what you learn to help others through this difficult time as well.

Survival

This area seems to be the focus of many people right now. How do I keep safe from catching Covid-19? Do I wear a mask to protect myself and others? Do I have enough hand soap? Paper towels? Toilet Paper? Gloves? PPE? How is this thing contagious and what do I need to do to keep safe and secure? How far apart is safe? How do I get the daily necessities of life? Are we running out of food? Do I need to plant a garden? Can I visit my loved ones and other family members? What about the gas pump? Finally, how should I maneuver at the grocery store?

BOTTOM LINE: There is a lot of information out there to help with these answers. Choose to get your information from reliable sources and stay well informed. Check your local government for the latest updates for openings, closings, and what is safe and happening in your community.

Love and Belonging

Are you lonely beyond all measure, craving human touch, a smile, or a laugh with friends? Your strongest need might be Love and Belonging. The things you might choose to satisfy that need could be social media related: Facetime, Google Hangouts, Zoom, HouseParty, or ConferenceCall. Consider setting up get-togethers with friends and/or family. Start or join an online book-club discussion, a cooking class that culminates with everyone making a part of a full course meal and then sitting down at the same time discussing the recipes. Join your friends by checking in after a mile walk alone to discuss how it felt to walk in the rain, snow, or even the sunshine. Or join with others in painting a canvas and talking about it online (sip, paint and share?) with a file share so that the paintings can be viewed at the same time. Participate in Instagram photo challenges, audio calls to discuss a single topic, a book, a podcast, or just check on each other in the morning to see what's new. Some might want to text song/movie lyrics to see who can guess the song or show. Others might play games online (Words with Friends or Chess) or video games with friends on the computer. Connect by calling some of the older folks to see how they are doing and if they need anything. Just a quick chat or connection might lift a lonely spirit.

BOTTOM LINE: Connect with those you that are missing! Find a (safe) way to connect online or when visiting with others be sure to use precautions such as masks and/or social-distancing.

Competency

Do you want to work, but your job just sent you home? Do you find yourself bored and/or listless because there is nothing to do? What can you do at home to create a feeling of accomplishment? How about cleaning out all of those drawers and cabinets you always wanted to clean but never had the time? Write a chapter in that book you wanted to write. Design the perfect future house. Rearrange the furniture. Write letters to people that are confined like you. Go through all those pictures and scan them on a jump drive. Create a new online business. Read those training manuals stacked up next to your bed. Research companies to see how they are faring (financially) and if they could use someone at home (like you) to do a report. Work and work-related activities are your personal creation. What about work gives you pleasure and satisfaction? What could you do to inspire that creativeness at home?

BOTTOM LINE: Create something. Set a daily, weekly, monthly goal and DO IT! ACHIEVE IT! Get a creative partner that you can be accountable with and set up daily accountability calls/emails/texts/chats. Get up at the normal working hours or create new working hours developing, creating, achieving in areas that will promote you further in your area of expertise. Or go boldly and develop new areas of expertise!

Fun

Bored out of your mind? Nothing to do in your **day that brings you joy or fun? Can't go on a hike or play a game of golf because of the quarantine?** What is fun for you? YouTube has **free exercise routines for those that want to keep in shape but can't get to the gym.** Or you can design and/or record your own YouTube exercise video. Puzzles, board games, card games, poker nights can all be fun. Gardening, reading, Wii bowling games, driving games, online games can all be fun and challenging. Knitting, drawing, painting, finger-painting, coloring, reading cookbooks and baking are also all fun projects. Fun is personal, individual. Do what you enjoy.

BOTTOM LINE: Fun is essential, and everyone has their own idea of what is fun. Fun can be board games, card games, kayaking, mountain climbing, book clubs, movie nights and coloring in coloring books. It can be simple or extravagant. The object is that it is something that brings you joy. A bit of daily pleasure may help create or enhance within you greater positive mental health.

Freedom

What if you have a high freedom need and we are under quarantine restrictions? What decisions have you made recently that took you in your own direction? Are you an Independent thinker? Do you like to be self-reliant and feel more liberated in your decision-making? Do you see yourself as being more autonomous than most and like to make decisions that lead you in your own particular direction? This quarantine may present more challenges for you than most because you align yourself with overseeing yourself and do not exactly follow rules that this quarantine has created for a community. There are some things that you can do to create the feeling of autonomy and still stay safe. Maybe you will design your own ideas of safety that still allow others to feel protected from you (i.e. mask-wearing). Given protective gear, you may travel within a self-created area to allow the feeling of freedom. Some have gone to the woods in campers, far from the crowds and

restrictions that might be interfering with freedom. Others have created their own community to travel and live within.

BOTTOM LINE: As long as you allow yourself to make decisions for your safety and not **interfere with others' safety you will feel more empowered with your decision-making** based upon all you know. As William James proposed more than one hundred years ago, however, we need to always keep in mind that our rights (and our freedoms) really do end **where others' noses begin!**


"Coronavirus"

Coronavirus; asked to isolate.
Quarantine; don't hesitate.
Six feet apart to separate.

Attempts to regulate.
Wash our hands to mitigate.
Many procrastinate.

Ignorance will perpetuate.
Attempts to educate.
Will fear motivate?

Health care conditions frustrate.
Painful symptoms dominate.
For some, death won't wait.

Classroom density may propagate.
Schools close; how to graduate?
Home schooling to cultivate.

Health vs economy debate.
When to open to rejuvenate?
Politics may aggravate.

Calls to cooperate.
Physical distance accentuate.
Keep social closeness; communicate.

Widespread testing to illuminate.
Vaccine to eradicate.
Financial budgets to legislate.

Essential people to appreciate.
Jobs to reinstate.
Thanks, and hope to radiate.

Success together.....we celebrate!
(not necessarily the End)

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This Might Be a Great Time to Think About Those in Need!

In times of excessive stress and hardship,
we might be benefitted more by not focusing upon it!

Of course, we shouldn't mope or feel sorry for ourselves.

Rather, we could instead help those **who really can't help themselves!**

Truly, the elderly could use a hand right now,
and the sick and afflicted would appreciate a little help somehow.

Yes, there are many souls that are hurting now, that's for sure,
and we could help them greatly so that they might endure!

There are so many of us who have been incredibly blessed,
so we should stop and think right now of others in distress!
For in so doing, we should inwardly be pleased with all that we do,
as many appreciate our efforts on behalf of others, as a general rule!

So let us not seek to focus only upon our own concerns,
or to fiddle around while it seems as though Rome burns!
Instead, let us be more caring in all that we seek to do,
and reach out to all those who could use a good friend or two!

Thomas S. Parish, Ph.D., CTRTC

Editor, International Journal of Choice Theory and Reality Therapy

- Name of the individual and current affiliation (or most recent affiliation).

Rolf Ahrens, B Ed, M Ed. CTRTC Senior Faculty William Glasser Institute

- Positions Held Within WGI:

Past President Glasser Canada

- Glimpses Concerning Your Future Endeavors Regarding CT/RT:

Unless we can influence public schooling more than we have so far, I see small chance of schools changing their basic coercive character. They will by and large continue to use the 'transmission model of education' and many students will consider their 'education' irrelevant. I am continuing to work toward influencing schools to re-evaluate what they are doing and providing support as I can. I can be reached at rahrens@telus.net

Bruce R Allen, MSW, LCSW Senior Faculty

Education:

Bachelor of Psychology, University of Houston 1975
Master of Social Work (Clinical), University of Houston 1978

Positions:

Owner, Provider for Bruce R Allen, MSW, LCSW 1987-current
Clinical Assistant Professor, University of Arkansas School of Social Work, 1998-2011
Director of Social Services/Clinical Social Worker, Charter Vista Hospital Fayetteville
Arkansas 1984-1987
Clinical Director/Substance Abuse Program Director, Ozark Counseling Services, Harrison,
Arkansas 1978-1984

WGI Positions: Board Member 2008-2010 and 2015-2017 (Board President 2009-2010)
Kansas City Conference Hospitality Chair and Programs Chair

Selected workshops:

Arkansas Coalition for Juvenile Justice: Methods of Influence, Lead
Management, Non-Coercive Interventions with Youth
Choice Theory in a DSM V Environment, WGI Conference, Kansas City
WGI Conference Keynote: Roots of Our Ideas, Buffalo New York, 2008
Strategies for Participatory Management, University of Arkansas Midsouth
Center
National Association of Social Workers: Ethics in Social Work, Lead Management
Building Skills and Creating a Need Satisfying Environment in Preschoolers: Needs
and Neurodevelopment Advances, Arkansas Head Start Conference

I began following the ideas of William Glasser when I became a novice counselor in a heroin addiction program in downtown Houston Texas in 1975. I became Certified in Hollywood Florida in 1987 and also began my journey as a faculty member. Finally later in the 1990's I became senior faculty after having teaching 10 basic trainings and having my work reviewed by Dr. Glasser. I have served twice on the board and spent a year as board president. My varied career has allowed me to use these valuable ideas in drug abuse counseling, rural mental health settings and in an adult and then adolescent psychiatric unit, juvenile court and detention settings and in geriatric psych units as well as in my office counseling practice. I started an independent practice in 1987 and in that capacity have applied these ideas and have used music working with elders, preschoolers and adults with a wide variety of difficulties. I have used these good ideas to establish Social Work Intervention Programs in 2 juvenile detention centers and spent 12 years, part and full time integrating the ideas into undergraduate and graduate social work classes. I have particularly enjoyed teaching with Bob Hoglund, Kim Olver, Bob Sullo, Kathy Curtiss, Perry Goode and other master teachers with the institute. I particularly appreciate Bob Wubbolding in his leadership in the field of Reality Therapy. I appreciate Barbara Garner for prompting me to get started with certification and for introducing me personally to Bill Glasser. Thanks to my teachers, Barbara Garner, Jeanette McDaniel, Bob Hoglund, Nancy Buck, Shelley Brierley.... And, of course, I have loved jamming and singing with Bob Hoglund, Bradley Smith, our Irish friend, Des Moran, Doug and all the Choice Theory singers. I will continue to use the ideas we have shared, in my counseling practice, life and in my 40+ year marriage to Linda Jernigan.

Name: Satoshi Aoki (Chairman and President, Achievement Corporation)
WGI CTRT Certification (Basic-Advanced) Completed in 1987

Professional Positions Held to-date:

Chairman and President, Achievement Corporation
CEO, Achievement Group
Chairman, Achievement Publishing Co., Ltd.
Chairman, Achievement Dining Co., Ltd.
President, Achievement Produce Co., Ltd.
President, Achievement Systems Corporation
Chairman, Achievement Trainer Training Center Co., Ltd.
President, Achievement HR Solutions Corporation
Executive Director, Yuushi-kai Medical Association
Executive Director, Japan Professional Speakers Association
Chairman, William Glasser Memorial Foundation
Chairman, Tokyo Metropolitan Opera Foundation
Chairman, Japan Business Choice Theory Proficiency Test Association
Vice-Chairman, Japan Choice Theory Association
Chairman, Japan CBMC
Executive Director, Japan Reality Therapy Association
Executive Director, Association of HR Values Management Society
Examinee and Judge, "The Most Important Company in Japan" Award
Member, Japan Pen Club
Member, Tokyo Central Rotary Club
Member, Japan Association of Corporate Executives
Visiting Professor, Graduate School of Policy Creation, Hosei University (2010 - 2013)
Visiting Researcher, Nippon Research Center, Fudan University (2017 -)
Director, Performance Education Association (April 2019 - March 2022)
Member of the Education and Human Resources Development Committee of the Tokyo Chamber of Commerce and Industry (January 2020 - October 2022)

Positions Held Within WGI:

Vice-Chairman, Japan Choice Theory Association
Executive Director, Japan Reality Therapy Association

Books Authored or Co-Authored Regarding CT/RT:

The Law for Success of Subordinates in Symbiotic Management, Nov 1996. Business Inc.
Success Psychology of the 21st Century, Apr 1999. Achievement Publishing
Hints for Happy Life and Fulfillment, Mar 2002, Achievement Publishing
Business Therapy, Jun 2003, PHP Institute
Management Motivation Improvement, Dec 2004. Achievement Publishing
Lifelong Confidence Building, Nov 2009, Achievement Publishing
Courage for 1 Step Forward, Mar 2012, Achievement Publishing
The Quality Company, Feb 2013, Achievement Publishing
The Book That Improves Relationships with "That Person", Mar 2014, Achievement Publishing
How to build self-confidence that will never break, Feb 2016 Achievement Publishing
Choice for Success, Aug 2016, Asa Publishing
(Total of 58 Publications by Satoshi Aoki with mention to CT/RT)

Journal Articles Authored Regarding CT/RT:

"Applications of Reality Therapy to Work" "The Study of Reality Therapy" Volume 1, No. 1, pp. 5 to 7, 1993
"Effective Counseling Sales," "Research on Practical Therapy," Volume 2, No. 1, pp. 22 to

30,1994

"Manual for Human Resource Development in Triggering Industry", Labor Administration and Employment Section, Ministry of Economy and Labor, Ehime Prefecture, 1994

"Nurturing Human Resources for the Future through New Lead Management" "Companies and Human Resources" SANRO Research Institute, Inc., pp. 5 to 18,2003

"For Employees to Resonate and Take Action" Aichi Kyokyo, Aichi Management Association, pp. 4 - 9,2010

Experience as a lecturer

Since the foundation of Achievement Corporation in 1987, Satoshi has developed the organization to deliver quality HR Management training based on Choice Theory. As of February 2020, the company has shared principles of CT/RT to 406,151 persons in Japan. Fields of expertise include human resources development, career development, organizational development, strengthening of sales capabilities, and management, all based on Choice Theory psychology.

The Strategic Goals Achievement Program "Cho-ten no Michi (Way to the Top) " course, which focuses on the career development of working individuals, has been held 700 times consecutively every month for 28 years with a total reach of 36,574 individuals. Services have helped train small and medium-sized business owners, individual business owners, doctors, lawyers, accountants, and professional athletes.

Satoshi is also active in speaking throughout Japan and worldwide, speaking to large enterprises, government offices, universities, and business associations, introducing CT/RT into management applications to build strong and healthy organizations.

Commitment for the Future

Satoshi and the 220 members of Achievement Corporation hold firmly to the promise with Dr. Glasser and share a common purpose of sharing CT/RT throughout Japan with a common goal of developing Quality Companies to lead the country of Japan to be a Quality Country. The company intends to keep pursuing the goal with the development of practical training programs for all ages and continue to provide quality material/services that cater to the five basic needs of each individual.

John Archibald

Education: Queensland
Faculty member of Glasser Australia
Owner of Insight Education Services

Degrees/Certifications

Bachelor of Education – Brisbane College of Advanced Education 1989
Certificate of Teaching – Kelvin Grove Teachers' College 1971
Reality Therapy Certification 1998
Certificate IV in Workplace Assessment and Training 1999
Peer Mediation Teacher Training Certificate 1999
WGIA Faculty member and Certificate for Basic Practicum Supervisor 2001
Training Certification in "A Framework for Understanding Poverty" 2010
Positive Psychology Certificate 2010

Professional Positions held

Classroom Teacher - Education Queensland 1972-2006
District Panel Chair (Art) – Board of Senior Secondary School Studies 1984-1999
Member State Review Panel (Art) Board of Senior Secondary School Studies 2000 - 2005
Behaviour Support Teacher 2006-2010
Advanced Classroom Profiler 2009
Regional Coordinator School Wide Positive Behaviour 2011-2012
Behaviour Support Teacher and Coach 2013-2019
Regional Representative WGIA (Darling Downs Region) 2000-present

Selected Workshops Presented

Peaceful Parenting numerous workshops delivered to groups in schools and to couples
Take Charge of Your Life - 6 workshops delivered to various community groups
Basic Practicum Supervision – 2 groups
Mental Health Professional Network – 2 group workshop presentations on CT and Internal Control Psychology

Glimpses Concerning Future Endeavours re CT/RT

Continue work as a Behaviour Specialist, teaching CT/RT/LM to teachers, parents and the wider community, improving relationships through delivering the *Peaceful Parenting* Course and the *Take Charge of Your Life* course.

Continue working with a school to introduce the ideas of internal control psychology through Choice Theory and to develop others skills in the practices of Reality Therapy and Lead Management.

Biographical Sketch for WGI

Name:

Francesco Frenchie Bazzocchi

Education

Master of Education – Quality Schools Graceland University

Bachelor of Education – Intermediate/Secondary English and Society Challenge and Change – Lake Head University

Honours Bachelor of Arts – Religious Specialist and English Major – University of Toronto

Qualifications

The Science of Emotional Intelligence

Performing Under Pressure

Three Conversations of Leadership

7 Habits of Highly Effective Teens

Working at the Speed of Trust

Certifications

Certified in Choice Theory, Lead Management, and Reality Therapy

Certified practicum supervisor in Choice Theory, Lead Management, and Reality Therapy

Certified instructor for the Take Charge of Your Life program

Certified facilitator for SafeTALK - Suicide Awareness For Everyone, Tell, Ask, Listen, Keep Safe

Certified in ASIST - Applied Suicide Intervention Skills Training

Certified hockey clinic facilitator and coach for the NCCP - National Coaching Certification Program

Professional Position

President of Bazzocchi Consulting

Head of Theology St. Michael's College School Retired (June 2018)

Positions Held Within WGI

Faculty Member

Board Member of Glasser Canada

Selected Journals/Articles

Choice Theory, Quality School and Classroom

publication date Jul 2017 publication description E -Bulliten Glasser Canada

Volume 4

Choice Theory and the Self-Doubting Athlete

publication date Apr 2017 publication description E-Bulliten Glasser Canada Volume 3

Coaching Team Culture

publication date Jul 2012 publication description William Glasser Institute Summer 2012

Selected Workshops Presented

Three Wise Men, WGI Conference 2012, Los Angeles, USA

Building Championship Cultures With Choice Theory WGI Conference 2014, Toronto, Ontario

Respect: Who Will Sit at the Table, US Glasser Conference, Raleigh, USA 2017

Building Self-Regulation Skills, US Glasser Conference, Seattle, USA, 2019

Future Endeavors

Continue Training in Choice theory, Reality Therapy, Lead Management, and Quality Schools. Aiming to assist companies, leaders, and everyday people to take charge of their lives by helping them be at their best when it counts the most. My goal is in delivering all of our programs with an understanding of emotional intelligence, choice theory, lead management, and the practice of reality therapy.

Special Note To Each Potential Brief Bio Contributor:

I am grateful and fortunate to be able to share in such a caring and supportive community that Dr. William Glasser built. I feel blessed to have made such wonderful friends. Thank you for the opportunity.

Name: Bette Blance

Current affiliation: Glasser Aotearoa New Zealand

Degrees/certifications.

Bachelor of Education, Advanced College of Education Brisbane, Australia 1984

Master of Educational Studies, University of Queensland Australia 1991

Choice Theory Reality Therapy Certified 1994

Professional Positions:

Management Committee member Glasser Aotearoa New Zealand

Facilitator and program coordinator at Take Charge of Your Life

President at William Glasser Institute New Zealand

Self Employed Consultant

Workshop Presenter at Glasser Australia (11 times), Ottawa, Los Angeles, Toronto, New Zealand and Bogota Conferences

Board Member at William Glasser International

Co -creator Take Charge of Your Life Tribute Workshop

Board member of William Glasser Australia

Associate Director Centre for Applied Education at Griffith University, Australia

Deputy Principal at Arundel State School, Australia

Classroom teacher in both Australia and New Zealand

Future Endeavours:

Engaging schools in Glasser training has always been difficult for several reasons. The cost in terms of time out of the classroom and the payment of relief teachers as well as the fees for an instructor has precluded some schools participating. Teachers are less willing to give up their own time for professional development than they have been in the past. For these reasons, engaging in Glasser intensive training by all staff in a school has been unattainable for some schools.

The Glasser Quality School, as laid out by the international Board document **Glasser Quality School: Process in Action**, has encouraged the Familiarisation Phase for all staff. In doing a Basic intensive training in this phase, groups of 16 would complete the 27 – 30 hours of training. As already stated, this is costly in both time, substitute teacher payments and instructor fees.

In a school in Auckland, New Zealand in this Familiarisation Phase, I presented a **Take Charge of Your Life** workshop over three two-hour sessions with the focus on teacher wellbeing. This introduction to Choice Theory enabled the staff of 32 to work as one group and to take time over the long summer break to apply some of their learning in their personal lives. Reviewing what they had learned and applied over this time set up the basis for the next phase.

Phase Two: Over the next year, short staff meeting workshops engaged teachers in applying the fundamentals of Choice Theory in the classroom, with part of that application being to teach their students Choice Theory. This has enabled the whole staff to apply, evaluate and plan at the same time. The sessions were engaging and interactive modelling the Choice Theory Classroom with cooperative teaching strategies to apply.

Currently the leadership team of this school is undertaking the William Glasser International approved 45-hour **Choice Theory Online** training to enable them to gain a far greater

depth of understanding of Choice Theory and Reality Therapy. I am facilitating the face to face online Zoom sessions to enable the Reality Therapy practice required to achieve credit in this training.

This group will support further the development of Choice Theory and its applications in the school.

Making the paradigm shift required to involve a school in a move from external control psychology practices to internal control psychology is the underpinning goal of this approach. This is not a short quick fix approach but a measured and a rich, practical and rewarding way to work with a school.

Bette Blance
15 March 2020

John Brickell, "Who Am I ?" Professionally

John Brickell DC, McTimoney College of Chiropractic, Licensed Chiropractor, Licensed Counsellor/Psychotherapist, Certified Practitioner with the 'SIRPA' organisation, UK, dedicated to recovery/healing from psycho-physiological distress and chronic pain.

Also, Bachelor of Education (Univ. of London) in Physical Education and Psychology, and Cert Ed. (Univ. of London, a teacher qualification in Physical Education

Professional Positions/Career: I have been self employed for some 31 years (since 1989), combining the teaching of CT/RT workshops; with practicing as a counsellor/psychotherapist and coach; as a chiropractor (since 1998); and now as a practitioner/coach working with people suffering with psycho-physiological distress and chronic pain. My business name is '*It's a Choice*', and my career path has, fortunately, been a reflection of that, as well as being something of a juggling act !

Prior to this: from the age of 16 to 22 (1976) I was engaged, for most of the time, in professional and semi-professional football (soccer); first as a young professional (with Fulham FC, West Ham United, and Queens Park Rangers FC), and later as a semi-professional player in New Zealand. Then, after attending college for 4 years, and qualifying as a teacher (in 1980), I taught physical education for just a couple of years, and then moved onto full-time football coaching, holding positions as a Senior County Coach with the English Football Association, and later as a Regional Director of Coaching with the New Zealand Football Association.

After that : In brief, on returning from NZ, I worked in the leisure industry for a while, and whilst studying and qualifying to be a counsellor/psychotherapist (higher diploma).

I then managed to be engaged (part time) as an addictions counsellor (1985 - 89) and also started counselling privately and teaching stress management workshops. During this time (in 1988) I got interested in Reality Therapy, and managed to get onto a Basic Intensive Training in Cincinnati, with the awesome teaching and demonstrations of Dr Bob Wubbolding, and as a result I became absolutely besotted with CT/RT, and set a goal to introduce CT/RT into the UK on my return. This then led to my becoming fully self-employed, in 1989, and fully focused on the goal.

Positions Held Within the William Glasser Institute/Organisation : After gaining Certification in 1990 (in Dublin), and along with the generous and expert help of Bob Wubbolding, and also, administratively, from Bob's wife Sandie, we started the Certification training and also formed the 'Institute for Reality Therapy UK', for which I was appointed 'Director of Training'. Now, some 30 years later, we are renamed as the 'William Glasser Institute - UK', and I have meteorically risen to the role of 'Director of Faculty Development' !

Became Senior Faculty in 1997, and have been fortunate enough to have taught CT/RT in North America, the Far East, the Middle East, in several European countries, as well as throughout the UK. Taught the first Basic Intensive training in Kuwait (1994), and also in Oslo, Norway (in 2001).

In June 2008, in Brussels, Belgium, and together with Leon and Boba Lojk, Arthur Dunne and Jimmy Woods (both from Ireland), was involved in the presentation and application of the 'European Assoc. for Reality Therapy' (EART) being

awarded the status of 'European Certificate of Psychotherapy' awarding body (by the European Association of Psychotherapy').

Board member of WGI international board, from 2011 to 2013

Selected Journal Articles :

Brickell, J. (1992). The Reality of Pressure and Stress. *Counselling News* (Sept), p18- 19
Brickell, J. and Wubbolding, R. (1996). Understanding Reality Therapy. *Counselling in Medical Settings (BAC Journal)*, (May), p 5 – 7
Brickell, J. and Wubbolding, R. (2000). Facing Reality: Choice is the Key. *Addiction Today* (Mar/April) p 22 & 23
Wubbolding, R. and Brickell, J. (2005). Reality Therapy in Recovery. *Directions in Addictions Treatment & Prevention*, Vol. 9., Lesson 1 (P 1 to 9)
Brickell, J. (2007). Reality Therapy – Helping People Take More Effective Control of Their Lives. *Counselling at Work* (February) p6-8

Selected Books :

Wubbolding, R. and Brickell, J. (1999). *Counselling With Reality Therapy* (2nd ed 2015) Speechmark Publishing Ltd., UK
Wubbolding, R. and Brickell, J. (2001) *A Set of Directions for Putting and Keeping Yourself Together* (2nd ed). Warminster, PA : Marco Products Inc.
Brickell, J. and Wubbolding, R. (2000), *Reality Therapy - in Introduction to Counselling and Psychotherapy*. Sage Publications, London

Glimpses of the Future : William Glasser always sought to refine and enhance the application of his ideas and was seemingly aware of the business adage "if you're not moving forwards, you're surely going backwards". And if he were around today, I'm sure he would be assimilating and "choice-relating" such important aspects as neuroscience in creativity and total behaviour; happiness and the importance of the relationship we have (or don't have) with our self; and psycho-physiological wellbeing. To name just a few.

It is my hope and intent to "choice-relate" and "practicalize" these and a few other juicy topics, with the goal of helping CT/RT and LM stay on track in "moving forwards".

John Brickell, Who Am I ? A Personal Glimpse

I am still happily married to Margaret, after 42 years, and still totally love and admire her, as a unique person as well as a partner-in-life. We have two wonderful daughters (Maura and Kate), now both in their 30's and both happily married, and again, we're so proud of their being the people they have chosen to become (in a completely non-biased way, of course !!) and for the fun, love and sincerity they bring to the world. Added to this, we now have a new, beaming granddaughter, named Brodie, born last April, courtesy of parents Kate and husband Sam. And oh, what a joy she brings !

Although I gave up playing and coaching football at 40, I immediately took up tennis and play at least once a week, as well as continue to run and use the gym, in order to stay fit and keep smiling. To balance that, my favourite past-time is socialising and simply "hanging out" with friends and (most) family, sharing a meal at home or at a restaurant or a pub, of good repute.

Although, I'm around the age of retirement, I still feel like I'm just warming up and continue to be as absorbed and excited as ever about the mind-body-spirit "stuff" that has come my way, in the name of "work". It feels more like it's chosen me !!

Shelley Brierley and the William Glasser Institute

Shelley Brierley was one of those involved early with the Glasser Institute. She completed her initial Certification in 1978 while living in Saskatoon Saskatchewan, under the stewardship of Diane Gossen, whom she frequently taught with in years to follow. Glasser's teachings and her work with IRT, had a profound effect on both her personal and professional life!

Ms. Brierley moved to Vancouver, British Columbia in 1978 and became an RT Supervisor in 1979, an Advanced Supervisor in 1980, an Instructor in 1982 and a Sr. Instructor in 1985. She was an instigator and founding member of the Reality Therapy Association of British Columbia. She serves on the Board of the International Reality Therapy Association and a variety of committees, from 1985-1996 and was the Canadian Representative from 1989-1993. In 1992 Shelley was Conference Chair of the 1992 IRT Conference in Vancouver, B.C., hosting in excess of 500 International Guests. Only weeks before the conference, it was discovered that Naomi Glasser was seriously ill. The Glassers were unable to attend due to Naomi's sudden illness. In attempt to include the Glassers, a live video feed of the opening session was put in place for them. Though they were sorely missed, the team of dedicated volunteers, Instructors, presenters and participants, pulled together to make the conference, what most considered, a resounding success.

During her years with the Glasser Institute Shelley worked tirelessly, donating her time energy, creativity and expertise to the organization: serving in various committees provincially, nationally and internationally; presenting a variety of workshops at IRT Conferences over the years; teaching hundreds of intensive weeks and supervising and mentoring a multitude of students thru to Certification in Reality Therapy.

Ms. Brierley considers herself fortunate to have had the opportunity to work with so many colleagues through the Institute, travelling to numerous cities in the USA, Canada, Australia, and Ireland, teaching Glassers' ideas and those developed by so many colleagues involved with IRT. In 1989 Barbara Garner invited her to teach in Australia, where she first met Alison Wiseman. Alison was instrumental in starting Reality Therapy in Australia and graciously hosted many of the instructors travelling to Sydney to teach for IRT Australia. Working in conjunction with Barbara and Alison for several years, Shelley made numerous trips to various parts of the East Coast of Australia, Instructing Intensive Weeks and supervising students and instructors. She taught and worked with many who went on to teach and coordinate Australia IRT: Alison Wiseman, Judith Hatwell and Judith McFadden to name only a few. As well, Ms. Brierley presented Glasser's ideas along with her 'Circle of Strength', which encompasses Glassers' key questions, in Ireland, Indonesia and across the USA and Canada for 40 years. To this day she is grateful for the ideas Glasser for; his shared ideas in those early years; the opportunity to connect and work with so many wonderful people she met through the Glasser organization; and the experiences of travelling to a multitude of places she visited while teaching the ideas developed by Glasser and the many creative and talented IRT Instructors she worked with.

Shelley Brierley, M. Ed, CCC, RCC, RTC, AHTC// Educational Record:

- Advanced Hypnotherapist, AHTC
(2018, Wellness Institute, Issaquah, Washington, USA)
- Hypnotherapy Training, HTC
(2016, Wellness Institute, Issaquah, Washington, USA)
- Masters' Degree, Counselling Psychology, M.ED.
(1985, University of British Columbia, Vancouver, Canada)
- Sr. Instructor, Reality Therapy, RTC
(1985, Institute for Reality Therapy, L.A. California, USA)
- Instructor, Reality Therapy, RTC
(1982, Institute for Reality Therapy, L. A, California, USA)
- Bachelor of Arts and Sciences, Fifth Qualifying year
(1979, UBC, Vancouver, British Columbia, Canada)
- Bachelor of Arts and Sciences, B. A., Sociology/Psychology
(1973, Saskatoon, Saskatchewan, Canada)
- Life Skills Coach, LSC, Edmonton, Alberta, Canada
(1973, Canadian Mental Health Association, Edmonton Alberta)

Positions Held:

- Canadian Representative to International Board of Reality Therapy, LA, USA 1988-1995
- BC Rep to Canadian Board of Reality Therapy, Vancouver, British Columbia, 1982-1993
- Chair & Coordinator 1992 International Reality Therapy Conference in Vancouver, B.C.
- Board Member to the International Institute for Reality Therapy, L.A. 1984-1993
- Past President, Reality Therapy Association of Canada 1994 – 1996
- President, Canadian Reality Therapy British Columbia, 1989-1994
- Secretary Reality Therapy Association of British Columbia, Canada, 1984 -1989
- Founding & Board member Reality Therapy Association British Columbia, 1984-1996
- Reality Therapy Senior Instructor, 1985-1996
- Reality Therapy Instructor, 1982-1996
- Reality Therapy Advanced Supervisor, 1980-1996
- Reality Therapy Supervisor, 1979-1996

Employment Positions Held:

- Instructor & Private Therapist: Oasis Consulting Ltd Management Consultant, Instructor, Counsellor & Hypnotherapist: Langley, B. C., Canada. January 1983-Present
- Counsellor/Instructor and Co-ordinator of Reality Therapy for British Columbia, The Pastoral Institute of British Columbia, Vancouver, BC, Canada; 1978-1979
- Research Assistant, The University of British Columbia, Department of Educational Psychology/Education, Vancouver, BC. Canada, 1978-80.
- Life Skills Coach, Group Facilitator and Training Consultant, Regina Plains Community College, Regina, Saskatchewan, Canada: October 1976-June 1978. Wascana Institute of Applied Arts and Sciences, Regina, Saskatchewan, Canada, April 1975-June 1976.
- Life Skills Coach, The Canadian Mental Health Association, Calgary, Alberta, Canada. Working with and teaching groups of Ex-psychiatric patients. Jan 1974 – February 1975

Shelley Brierley, Oasis Consulting Ltd., 839-200th Street, Langley, B. C., Canada V2Z3B8
info@thecircleofstrength.com www.thecircleofstrength.com PH: 604-532-0680

Name, Current Affiliations

Cheryl Brown, Quality Learning New Brunswick;
Canadian Counselling and Psychotherapy Association (CCPA);
Alliance Professional of Naturopaths and Naturotherapists (APNN);
William Glasser Institute Canada.

Degrees/Certifications

Family Literacy Facilitation Certificate (Conestoga College, 2019)
Early Childhood Education Certificate (New Brunswick Community College, 2015)
Infant Mental Health Certificate (York University, 2010)
Masters of Adult Education (2005, University of New Brunswick)
Certified Choice Theory Reality Therapy Practitioner (2002)
Foundational Family Literacy Facilitator; Centre for Family Literacy, 2002.
Bachelor of Arts, Psychology (1st Class Honours) (1991, University of New Brunswick)
Bachelor of Arts (Psychology/History/English) (1990, Mount Allison University)

Professional Positions

Associate Faculty, Conestoga College
Children's Counselling Therapist, Private Practice
Facilitator, Department of Education and Early Childhood Development
Family & Community Literacy Worker (QLNB)

Awards and Recognition

New Brunswick Community College Academic Excellence Award, 2011
George Lawson Memorial Award (Community Service), 2012
Daniel Hamoline Award, Family Mediation Canada, 2009
Canada Post Educator Award, 2002

Selected Journal Articles

Brown & Dryden (2016). Choice Theory and Community Literacy Work: Quality Literacy. *International Journal of Choice Theory and Reality Therapy*, 36(1), 45-53.

Beyond the Checklist: Using Reflective Practice to Remove Barriers in Family and Community Literacy. *Literacies*, fall 2008, #9, pp. 23-28.

Brown & Dryden (2004). Literacy as a Barrier to Health / Health as a Barrier to Literacy. *Literacies*, 4 (Fall 2004) 4-9.

Brown & Dryden (2004). Quality Storytents: Using Choice Theory to Support Reading. *International Journal of Choice Theory and Reality Therapy*, 24(1), 3-12.

Whitty, P., Brown, C. & Crawford, S. (2002). Family Literacy in New Brunswick: A glimpse into selected initiatives. *English Quarterly*, 34(3 & 4), 46 – 58.

Brown, C. (2002). Competence-based staff training and evaluation in a family literacy program. *International Journal of Reality Therapy*, 22(1), 42-45

Future Endeavors

Using the framework of Quality Literacy, and in collaboration with Wendell Dryden, Cheryl is currently investigating ways to more effectively support family and adult literacy and learning in underserved areas of rural New Brunswick, Canada.

Name of the individual and current affiliation

Thomas K. Burdenski, Ph.D., Glasser Scholar, Professor and Clinical Coordinator, Counseling Department, Tarleton State University

Degrees/certifications, including institutions, majors and completion dates

Ph D, Texas A&M University, 2002. Major: Counseling Psychology
MA, Michigan State University, 1981. Major: Education: College Student Personnel Administration
BA, Virginia Polytechnic Institute and State University, 1978. Major: Communications
Level III Certification Accelerated Experiential Dynamic Psychotherapy, AEDP Institute, 2015.
Choice Theory/Reality Therapy Basic Instructor Endorsement, William Glasser Institute, 2011.
Choice Theory/Reality Therapy Advanced Practicum Supervisor Certification, The William Glasser Institute, 2009
Choice Theory/Reality Therapy Certification, William Glasser Institute, 2009.
Licensed Psychologist, Texas State Board of Examiners of Psychologists, 2006.
Licensed Marriage and Family Therapist, Texas State Board of Examiners of Marriage and Family Therapists, 1996.
Licensed Professional Counselor, Texas State Board of Examiners of Professional Counselors, 1995.

Professional Positions Held To-date

Professor of Counseling, Tarleton State University (2017 to present)
Associate Professor of Counseling, Tarleton State University (2012-2016)
Assistant Professor of Counseling, Tarleton State University (2005-2011).
Assistant Professor of Counseling and Coordinator of Community Counseling Program, Adams State University (2003-2005).

Positions Held Within WGI

Associate Editor of the International Journal of Choice Theory and Reality Therapy, William Glasser Institute. (2011-2015)
Editorial Review Board Member, William Glasser Institute, Chatsworth, CA. (2010-2015).
US Advisory Board of Directors, William Glasser Institute, 2011

Awards and Other Forms of Recognition Received

O.A. Grant Outstanding Teaching Award, Tarleton State University, 2017
Service and Leadership Award, Sunbelt Region of the William Glasser Institute, 2014
Texas Counseling Association Endowment Fund Award, 2009
Texas Counseling Association Endowment Fund Award, 2008
Glasser Scholar, William Glasser Institute, 2007
Phi Kappa Phi Interdisciplinary Academic Honor Society, Texas A&M University, 2001
Texas A&M University Board of Regents Fellowship, 1998

Selected Books/Chapters of Books Authored or Co-authored Regarding CT/RT:

Burdenski, T. K. (2012). Recovery from substance misuse. In P. A. Robey, R. E. Wubbolding, & J. Carlson (Eds.), *Contemporary issues in couples counseling: A choice theory and reality therapy approach* (pp. 59-77). Routledge.

Selected Journal Articles Authored or Co-authored Regarding CT/RT:

Burdenski, T., Duba-Sauerheber, J. J., Palmer-Mason, C., Hughes, A. W., Zatopek, J. (2013). Lead management in counselor education: Perceptions regarding teaching quality and classroom environment. *International Journal of Choice Theory and Reality Therapy*, 32(1), 105-124.

Wubbolding, R. E., Brickell, J., Burdenski, T., Robey, P. A. (2012). Implementing one caring habit: Listening with Reality Therapy procedures, part I. *International Journal of Choice Theory and Reality Therapy*, 31(2), 22-26.

Parish, T. S., Burdenski, T. (2011). Pathways to employment and personal happiness can be found by attending to employers' and your own "quality worlds." *International Journal of Choice Theory and Reality Therapy*, 31(1), 44-47.

Faulkner, B., Burdenski, T. (2011). Empowering lower-income developmental math students to satisfy Glasser's five basic needs. *International Journal of Choice Theory and Reality Therapy*, 31(1), 128-142.

Burdenski, T., Wubbolding, R. E. (2011). Extending reality therapy with focusing: a humanistic road for the choice theory total behavior car. *International Journal of Choice Theory and Reality Therapy*, 31(1), 14-30.

Burdenski, T. (2011). Systemic applications of choice theory and reality therapy: An interview with Glasser Scholars. *The Family Journal*, 19(4), 427-433.

Burdenski, T., Faulkner, B. (2010). Empowering college students to satisfy their basic needs: Implications for primary, secondary, and post-secondary educators. *International Journal of Choice Theory and Reality Therapy*, 30(2), 73-97.

Burdenski, T. (2010). Formative monitoring of students' progress based on Choice Theory. *International Journal of Choice Theory and Reality Therapy*, 30(2), 45-51.

Burdenski, T. (2010). What does the future hold for Choice Theory and Reality Therapy from a newcomer's perspective? *International Journal of Choice Theory and Reality Therapy*, 29(2), 13-16.

Burdenski, T., Faulkner, B. (2009). The impact of the Glasser scholars project on participants' teaching and research initiatives: Part 2. *International Journal of Reality Therapy*, 29(1), 44-53.

Burdenski, T., Faulkner, B. (2009). The impact of the Glasser scholars project on participants' teaching and research initiatives: Part 1. *International Journal of Reality Therapy*, 28(2), 43-49.

Selected Workshops Presented or Co-presented Regarding CT/RT:

Burdenski, T., (Presenter & Author), 2012 Sunbelt Regional Conference, "Choice theory and reality therapy: Echoes from the past and stepping into the future," Sunbelt Regional Conference of the William Glasser Institute, Dallas, Texas. (March 29, 2012).

Burdenski, T. (Presenter Only), Faulkner, B., Texas Counseling Association Professional Growth Conference, "Reality therapy techniques that work! Empowering students to meet love, power, freedom, & fun needs., " Texas Counseling Association, Fort Worth, TX. (November 11, 2011).

Burdenski, T. (Presenter & Author), Faulkner, B., RMERA Annual Meeting, "The effects of teaching choice theory/reality therapy principles to provisionally admitted college students in two studies: Implications for primary, secondary, and post-secondary educators., " Rocky Mountain Educational Research Association, Granbury, TX. (October 28, 2011)

Burdenski, T., Southern Association for Counselor Education and Supervision Annual Conference, "Crisis and conflict in the classroom! Using Reality Therapy principles to develop mediation strategies., " Southern Association for Counselor Education and Supervision Annual Conference, Houston, TX. (October 25, 2008).

Glimpses Concerning Your Future Endeavors Regarding CT/RT:

I plan to retire from teaching in August of 2021, but I plan to remain working full-time as a psychologist in private practice actively using Accelerated Experiential Dynamic Psychotherapy (AEDP) as my theoretical home base. In recent years, I have focused on emotions and integrating the insights of neuroscience with attachment theory in my approach to healing clients from trauma.

Brief Bio:

Sharon Carder-Jackson, Senior Instructor, current member of GIFCT Board, current member of the Quality School Committee

Degrees/certifications:

BS ED 1968 (Kng-8th), Master of Education (LD/BD) 1978 Central Missouri University

Professional Positions:

Classroom Teacher	Hickman Mills C-1	KC, MO	1974-1990
Special Education Teacher	Hickman Mills C-1	KC, MO	1990-1998
Process Coordinator SPED	Hickman Mills C-1	KC, MO	1998-2002
Work after retirement/half time	Hickman Mills C-1	KC, MO	2002-2018
	Process Coordinator SPED		
	Academic Testing & Evaluation Reports		
	Woodcock Johnson III In-service for use		
	Speech Implementer		

Positions within WGI:

Treasurer	Mid-America Region	Mid 90's
Tri-director Kansas City International Conference		2003
Senior Instructor	GIFCT	2004-present
Mid-America Board Member	GIFCT	2015-present
Member Quality School Committee	GIFCT	2015-present

Selected Workshops Presented or Co-presented Regarding CT/RT:

Oregon International Conference	Cooperative Learning
Australian International Conference	Change
Los Angeles International Conference	Lead Management

Glimpses Concerning My Future Endeavors Regarding CT/RT:

The following are in process through GIFCT:

Living Life with Choice Theory	Chapter on Manipulation
Basic Training Online Course	Chapters on Basic Needs and the Quality World

Ongoing promotion of the Quality School program, preparation and presentation of monthly Quality School concepts as a member of the Quality School Committee.

Name and Affiliation:

Rhon V. Carleton, Senior Faculty, Glasser Institute for Choice Theory US-SE Region

Degrees and Certifications:

Florida State University (BA 1959) History major & English Literature minor.

Duke University, Divinity School (M Divinity 1962) Clinical Pastoral Education (Psy. major)

Ordination as a Teaching Elder (Minister) Presbyterian Church of America 1962.

Squadron Officer School, Air University USAF, Maxwell AFB (Graduate Diploma 1968)

Air Command and Staff College, Air University, Maxwell AFB (Graduate Diploma 1972)

Troy University (MS 1972) Guidance and Counseling

Professional Positions Held To-date:

Commissioned Chaplain 1st Lieutenant USAF, Wright-Patterson AFB, Ohio 1962-64

Protestant Chaplain Captain, Norton AFB, CA 1964-65

Protestant Chaplain Captain, Takhli AB, Thailand 1965-66

Protestant Chaplain Captain, Seymour-Johnson AFB, NC 1966-68

Protestant Chaplain Major, RAF Alconbury, England 1968-1971

Chaplain Major, student, Air Command and Staff College, Maxwell AFB, AL 1971-72

Chaplain Major, Air Force Chaplain School Faculty, Drug/Alcohol Rehab Instructor 1972-75

Supply pastor Sunday Worship at Hayneville, Lowndesboro, Hope Hull, and Benton, AL

Presbyterian Churches (USA) (one each Sunday)

Chaplain Lt. Colonel, Senior Protestant Chaplain, Elmendorf AFB, Alaska 1975-78

Chaplain Lt. Colonel, Senior Protestant Chaplain, Scott AFB, IL 1978-80

Chaplain Colonel, Installation Staff Chaplain, Interfaith Staffs, Scott AFB, IL, 1980-83

Chaplain Colonel, Installation Staff Chaplain, Interfaith Staffs, Yokota AB, Japan 1983-86

Chaplain Colonel, Installation Staff Chaplain (ISC), Interfaith Staffs, Hill AFB, Utah, 1986-89

Chaplain Colonel, Air University Schools, ISC, Interfaith, Maxwell/Gunter AFB's, 1989-92

Retired as a Chaplain Colonel, USAF, July 31, 1962

Interim Senior Pastor, Westminster Presbyterian Church, Montgomery, AL, 1992-1994

Interim Senior Pastor, First Presbyterian Church, Selma, AL, 1994-95

Supply Pastor, Unity Presbyterian Church, Weogufka, AL, 1995-98

Founding Clinical Chaplain, Baptist Medical Center East, Montgomery, AL 1998-2008

Congregational Care Pastor, Frazer United Methodist Church (7,000 members) 2008-Present

Duke University, Divinity School Alumni Council Member 2011-2015

Positions Held Within WGI:

Reality Therapy Certification August 1981

Practicum I and II Supervisor, September 1982

Basic Week Instructor June 29, 1984

Advanced Week Instructor (Asia), February 1988

Founding Senior Instructor WGI-Japan w/ Masaki Kakitani 1986

Senior Faculty Instructor (USA) October 10, 1997

Alabama Representative, WGI-SE-US Periodically 1982-2010 & 2012-2015

Scholarship Committee Chair & member WGI-SE-US periodically 1988-present

Awards and Other Forms of Recognition Received:

US Air Force Awards and Citations: Legion of Merit, Meritorious Service Medal w/ four oak leaf clusters, Air Force (AF) Commendation Medal, AF Outstanding Unit Award w/ three oak leaf clusters, AF Presidential Unit Citation, National Defense Service Medal w/ Bronze Star, Vietnam Service Medal w/ three Service Stars, AF Overseas Long Tour Ribbon w/ two oak leaf clusters, AF Overseas Short Tour Ribbon, AF Longevity Service Award Ribbon w/ six oak leaf clusters, AF Training Ribbon, Republic of Vietnam Gallantry Cross with Palm Device, and Republic of Vietnam Campaign Medal.

Awarded Outstanding AFROTC Cadet, Florida State University, June 1959.

Awarded the most outstanding Air Power Study written in Air Command And Staff College, titled, A Viable Program for USAF Drug Abuse Rehabilitation, (172 pages) 1971-1972.

Founded and directed inmate Therapeutic Community, Draper Correctional Center, Elmore, AL 1973-1975. Water Safety Chairman, SE Alaska Chapter, American Red Cross 1976-1978 Awarded Black Belt in Judo, 1978. Board Member Belleville Area Christian Counseling Center, 1980-83. Japan District Chairman, Boy Scouts of America, 1983-84. US Forces Liaison, Japan Evangelical Missionary Association 1983-86. Board member, Teen Challenge, St. Louis, MO 1979-83. ARC Water Safety Instructor & Instructor Trainer 1955-1992.

Selected Workshops Presented Regarding CT/RT:

Presented RT/CT in the Christian Context workshops in churches/conferences 1976-2019. Trained Social Actions Staffs in CT/RT for use in their programs and counseling 1976-92 Video Taped CT/RT training used in Alaska AF Installations, 1976. Established a Therapeutic Community, Elmendorf, AFB, AK Drug Abuse Treatment 1976-78. April 14-18, 1986 First Basic Intensive Week (BIW) Tokyo, Japan. August 31-September 4, 1987 Basic Intensive Week, Tokyo, Japan. May 13-14, 1988 Basic Practicum, Tokyo, Japan. May 16-20, 1988, Basic/Advanced Intensive Weeks – Rhon Carleton and Bob Wubbolding. October 14-15, 1988, Advanced Practicum & Oct. 17-21 BIW Tokyo, Japan. March 30-April 3, 1990, Advanced Intensive Week, Tokyo, Japan. June 30 - July 4 1990, Certification Week, Cincinnati, Ohio. November 23-27, 1990, Certification Week, Tokyo, Japan April 19-23, 1991 Advanced Intensive Week, Hiratsuka, Japan. July 22-26, 1991 Basic Intensive Week, Fairhope, Alabama. November 15-19, 1991 Advanced Intensive Week, Hiratsuka, Japan February 28 – March 3, 1992, Basic Intensive Week, Cincinnati, Ohio. May 4-7, 1992, Basic Intensive Week, Maxwell AFB, Alabama. June 5-9, 1992 Advanced Intensive Week, Hiratsuka, Japan. June 11-16, 1992 Basic Intensive Week, Seoul, Korea. November 20-24, 1992 Advanced Intensive Week, Hiratsuka, Japan. January 22-26, 1993, Certification Week, Hiratsuka, Japan. June 11-15, 1993 Basic Intensive week, Seoul, Korea. June 16-17, 1993, Basic Practicum Supervisor Course, Seoul, Korea. June 19-23, 1993 Basic Intensive Week, Seoul Korea. September 24-28, 1993 Basic Intensive Week, Charlotte, North Carolina January 14-18, 1994 Advanced Intensive Week, Seoul, Korea. January 20-24, 1994, Basic Intensive Week, Seoul, Korea. January 26-30, 1994 Advanced Intensive Week, Seoul, Korea. May 13-17, 1994, Basic Intensive Week, Fayetteville, North Carolina. June 22-26, 1994, Basic Intensive Week, Seoul, Korea. June 28-29, 1994, Advanced Practicum Supervisor Course, Seoul, Korea. July 20-24, 1994, Basic/Advanced Intensive Week, Singapore 1994 IRT Convention Dublin, Ireland, CT/RT in the Christian Context Seminar August 6-10, 1994 Certification Week, Fredericton, New Brunswick, Canada. September 19, 21-23 & October 11, 24-27, 1994, Quality School Courses, Montgomery, AL. May 26-29, 1995, Basic Intensive Week, Singapore. May 31-June 1, 1995: Kobe/Osaka, Japan-for earthquake survivors w/ Masaki Kakitani for pastors and their wives – Trauma/Grief Pastoral Care May 21-24, 1996, Basic/Advanced Intensive Week, Singapore. May 26-29, 1996 Certification Week, Singapore. May 31 – June 1, 1996, Basic Practicum Supervisor Course, Singapore. June 14-16, 21-23, 1996 Basic Intensive Week, Fayetteville, North Carolina. June 17-20, 1996, Basic Intensive Week, Fayetteville, North Carolina. August 8-12, 14-18, & 20-24, three Advanced Intensive Weeks, Seoul. January 2-5, 1997 Basic/Advanced Intensive Week, Singapore. January 10-11, 1997, BWIP, Lecture Phase I, Seoul, Korea. January 13-16, 1997, Advanced Intensive Week, Seoul, Korea. August 12-16 & 18-22, 1997 two Advanced Intensive Weeks Seoul, Korea. January 28 – February 2 2000, Certification Week, Chicago, IL. July 24-26, 2013, Basic Intensive Workshop, Atlanta, Georgia. **GIFCT Retired?**

Willa J. Casstevens, Program Director and Associate Professor of Social Work at Buena Vista University in Storm Lake, Iowa

Degrees /Certifications, Including Institutions, Majors:

Ph.D. in Social Welfare, from the Florida International University School of Social Work, Miami, Florida in 2006

M.S.W. from the Florida International University, School of Social Work, Miami, Florida
B.A. with a major in Anthropology, from Oakland University, Rochester, Michigan

L.C.S.W., State of North Carolina from November 2008 to Present

Choice Theory/Reality Therapy (CT/RT) Certification, from The William Glasser Institute
L.C.S.W., State of Florida from June 2000 to March 2015

Selected Professional Positions:

2019-Present	Program Director and Associate Professor of Social Work at Buena Vista University, Storm Lake, Iowa
2006-2019	Assistant, then Associate Professor of Social Work at North Carolina State University Department of Social Work, Raleigh, North Carolina
2004 – 2005	Clinical/Utilization Review Manager, Fellowship House, South Miami, Florida
2001-2004	Psychotherapist, Psychiatric Services Department, Fellowship House, South Miami, Florida
2000	School of Social Work Project Coordinator for the <i>Housing and Urban Development Health Promotion and Education Grant</i> at the Center on Aging, Florida International University, Miami, Florida
1998-1999	Mental Health Counselor, Bayview Center for Mental Health, North Miami, Florida
1997-1998	Our Place Day Treatment Coordinator, Bayview Center for Mental Health, North Miami, Florida
1997	START Case Manager, Bayview Center for Mental Health, North Miami, Florida
1996-1997	Evening Counselor, Renfrew Center, Coconut Creek, Florida
1992-1994	Case Manager, Archways, a Psychosocial Rehabilitation Center, Fort Lauderdale, Florida
1990-1992	Case Manager, Covenant House, Fort Lauderdale, Florida

Positions Held Within WGI:

2016-2019 William Glasser Institute Southeast, Inc., Board Chair

2016-2017 The William Glasser Institute-US, Board Member

Awards and Recognition Received:

Community Engaged Faculty Fellow, North Carolina State University

Glasser Scholar, The William Glasser Institute

Graduate/Doctoral Membership, Phi Alpha Honor Society for Social Work

Selected Publications Authored & Co-authored Regarding CT/RT:

Wubbolding, R. E., Casstevens, W. J., & M. H. Fulkerson (2017). Using the WDEP system of Reality Therapy to support person-centered treatment planning. *Journal of Counseling & Development*, 95(4), 472-477.

Cissé, G. S., & Casstevens, W. J. (2014). Sexual offender treatment from a choice theory/reality therapy perspective. *International Journal of Choice Theory and Reality Therapy*, 34(1), 22-27.

Casstevens, W. J. (2013). Health and wellness at a clubhouse model program in North Carolina: A choice theory-based approach to program development and implementation. *International Journal of Choice Theory and Reality Therapy*, 32(2), 48-53.

Casstevens, W. J. (2013). Reflections on suicide prevention from a choice theory perspective. *International Journal of Choice Theory and Reality Therapy*, 33(1), 102-104.

Cissé, G., & Casstevens, W. J. (2013). Train bound for needs: Cultural diversity training. *International Journal of Choice Theory and Reality Therapy*, 33(1), 58-62.

Casstevens, W. J. (2012). Care-giving couples and adult children diagnosed with major psychiatric disorders. In P. A. Robey, R. E. Wubbolding, & J. Carlson (Eds.), *Contemporary issues in couples counseling: A choice theory and reality therapy approach* (pp. 103-116). New York: Routledge.

Casstevens, W. J. (2011). A pilot study of health and wellness program development in an International Center for Clubhouse Development (ICCD) Clubhouse: Procedures, implementation, and implications. *Psychiatric Rehabilitation Journal*, 35(1), 37-43.

Cissé, G., & Casstevens, W. J. (2011). Choice theory to empower community change. *International Journal of Choice Theory and Reality Therapy*, 30(2), 28-33.

Casstevens, W. J. (2010). An example of choice theory-based change in small, non-profit organizations. *International Journal of Choice Theory and Reality Therapy*, 30(1), 64-68.

Selected Presentations Regarding CT/RT:

Cissé, G., & Casstevens, W. J. (November, 2019). *Shaping the Future: The Role of Choice Theory and Reality Therapy in Treating Adult Male Sex Offenders*. Presented at the Association for the Treatment of Sexual Abusers 38th Annual Research and Treatment Conference, Atlanta, Georgia

Cissé, G., & Casstevens, W. J. (July, 2017). *Trauma-informed Reality Therapy*. Presented at The William Glasser Institute – U.S. National Conference, Raleigh, North Carolina

Casstevens, W. J. (July, 2016). *Putting clients at the center of program planning: The use of focus groups and WDEP*. Presented at the 2016 William Glasser International Conference; translation to Korean by Minkyung Julie Surh Lee; Seoul, Republic of Korea

Cissé, G. S., & Casstevens, W. J. (July, 2016). *Using choice theory when treating sex offenders*. Workshop presented at the 2016 William Glasser International Conference; translation to Korean by Dr. Anastasia Park; Seoul, Republic of Korea

Cissé, G. S., & Casstevens, W. J. (July, 2014). *Choice Theory/Reality Therapy in sex offender treatment*. Presented at the William Glasser Institute International Conference, Toronto, Canada

Faulkner, B., Mason, C., Cissé, G. S., & Casstevens, W. J. (July, 2014). *Becoming a Glasser Scholar – how I got here from there!* Panel member at the William Glasser Institute International Conference, Toronto, Canada

Casstevens, W. J. (November, 2010). *Choice theory and reality therapy with couples*. Presented at the National Association of Social Workers, North Carolina Chapter Fall Conference, Asheville, North Carolina

Casstevens, W. J., & Herrick, N. D. (July, 2010). *Using lead management and choice theory to facilitate organizational change*. Presented at the William Glasser Institute International Conference, Nashville, Tennessee

Casstevens, W. J. (November, 2009). *Group work with vulnerable adults to facilitate health and wellness program development*. Poster session at the Council on Social Work Education 55th Annual Program Meeting, San Antonio, Texas

Glimpses Concerning Future Endeavors Regarding CT/RT:

I am happy to consult on incorporating CT/RT into organizational, programmatic & group settings.

Cesar A. Castaneda, EdD, LMFT - Dr. Castaneda holds a Bachelor's degree in Business Management, a Master's degree in Counseling with a concentration of Marriage, Family and Child Counseling, and a Doctorate in Educational Leadership. He is a Licensed Marriage and Family Therapist who serves as the Mental Health Administrator at La Familia Counseling Center, a non-profit agency working with children, youth and their families. He has 25 years of experience working in residential, mental and behavioral health services non-profit organizations providing direct care, management, and administration. Dr. Castaneda was introduced to William Glasser's ideas in 1996 and is now certified in Reality Therapy and Choice Theory by the William Glasser Institute and is currently a Practicum Supervisor, teaching Choice Theory to the world.

As a mental health professional, Dr. Castaneda believes that the focus of his work is to help people in their journey of who they are to who they want to be. This process involved self-reflection, needs self-assessments, and relationship building. This journey starts early in life and the alignment between mental wellness and education seemed significantly important but not often addressed. Dr. Castaneda's interest in education started while working as a counselor with foster youth. He saw the many challenges students face navigating the foster care system while attempting to obtain their education. Utilizing effective and innovative tools and techniques, he believes that one can improve the school system so everyone can obtain a free quality education. By boosting parental engagement, embracing technological innovations, encouraging creativity and critical thinking, and aligning high expectations in education with a positive model of mental and behavioral health, schools will be able to meet the highest levels of educational, social, and emotional needs of students.

Name and Current Affiliation:

Gloria Smith Cissé, Instructor, Fort Valley State University, Ft. Valley, Georgia
C.E.O. of The Southern Center for Choice Theory, LLC, Macon, Georgia

Degrees / Certifications, Including Institutions, Majors:

M.S.W. from the University of Georgia, School of Social Work, Athens, Georgia
M.S. in Mental Health Counseling from Fort Valley State University, Fort Valley, Georgia
L.P.C., State of Georgia from September 2006 to Present
L.M.S.W., State of Georgia from September 2005 to Present
Choice Theory/Reality Therapy (CT/RT) Certification, from The William Glasser Institute
Choice Theory/Reality Therapy Practicum Supervisor, from The William Glasser Institute
CT/RT Basic Instructor, from The William Glasser Institute

Selected Professional Positions:

2013 – Present Instructor of Social Work at Fort Valley State University, Fort Valley, Georgia
2010 – Present Therapist and C.E.O. of The Southern Center for Choice Theory, LLC, Macon, Georgia
2007 – 2010 Assistant Professor of Social Work at Fort Valley State University, Fort Valley, Georgia
2000 – 2010 Therapist and then Clinical Director, Quality Direction, Macon, Georgia

Positions Held Within WGI:

2014 – Present Glasser Institute for Choice Theory, Chair & Facilitator of Difficult Discussions in Diversity, Diversity Council
2019 – Present William Glasser Institute Southeast, Inc., Board Vice-Chair
2016 – 2019 William Glasser Institute Southeast, Inc., Board Member-at-large

Awards and Recognition Received:

Glasser Scholar, The William Glasser Institute

Selected Publications Authored & Co-authored Regarding CT/RT:

Cissé, G. S. (2020). *Trust. Risk. Reign. A guide for ending domestic violence victimization.*

Cissé, G. S. (2020). *Choosing Peace: A family violence intervention program for women.*

Cissé, G. S., & Casstevens, W. J. (2019). *Choosing True North: A behavioral replacement program for sexual offenders.*

Cissé, G. S., & Casstevens, W. J. (2014). Sexual offender treatment from a choice theory/reality therapy perspective. *International Journal of Choice Theory and Reality Therapy*, 34(1), 22-27.

Cissé, G., & Casstevens, W. J. (2013). Train bound for needs: Cultural diversity training. *International Journal of Choice Theory and Reality Therapy*, 33(1), 58-62.

Cissé, G., Earl-Kulkosky, & Crowell, J.L. (2012). When childhood trauma haunts the couple relationship. In P. A. Robey, R. E. Wubbolding, & J. Carlson (Eds.), *Contemporary issues in couples counseling: A choice theory and reality therapy approach* (pp. 103-116). New York: Routledge.

Cissé, G., & Casstevens, W. J. (2011). Choice theory to empower community change. *International Journal of Choice Theory and Reality Therapy*, 30(2), 28-33.

Selected Presentations Regarding CT/RT:

Cissé, G. (June, 2020). *Assessment and Treatment of Sexual Offending Behavior Using*

Choice Theory and Reality Therapy. Two-day virtual C.E.U. training on working with adults convicted of sexual offenses.

Cissé, G. (March, 2020). *Supervision and Choice Theory and Reality Therapy.* Presented virtually at the American Counseling Association of Georgia Raising the Bar in Georgia's Speciality Clinical Supervision training.

Cissé, G. (February, 2020). *Children Exposed to Traumatic Events and Choice Theory.* Presented at the Georgia School Counselors Association Region Four, Mini-Conference. Macon, Georgia.

Cissé, G., & Casstevens, W. J. (November, 2019). *Shaping the Future: The Role of Choice Theory and Reality Therapy in Treating Adult Male Sex Offenders.* Presented at the Association for the Treatment of Sexual Abusers 38th Annual Research and Treatment Conference. Atlanta, Georgia.

Cissé, G. (October, 2019). *Introduction to CT/RT.* Presented at Valdosta State University School of Social Work for Faculty and Field Instructors. Valdosta, Georgia.

Cissé, G., & Casstevens, W. J. (July, 2017). *Trauma-informed Reality Therapy.* Presented at The William Glasser Institute – U.S. National Conference. Raleigh, North Carolina.

Cissé, G. S., & Casstevens, W. J. (July, 2016). *Using Choice Theory when Treating Sex Offenders.* Workshop presented at the 2016 William Glasser International Conference; translation to Korean by Dr. Anastasia Park. Seoul, Republic of Korea.

Cissé, G. S., & Casstevens, W. J. (July, 2014). *Choice Theory/Reality Therapy In Sex Offender Treatment.* Presented at the William Glasser Institute International Conference. Toronto, Canada.

Faulkner, B., Mason, C., Cissé, G. S., & Casstevens, W. J. (July, 2014). *Becoming a Glasser Scholar – how I got here from there!* Panel member at the William Glasser Institute International Conference. Toronto, Canada.

Cissé, G. (November, 2014). *Introduction to Reality Therapy in the School Setting.* Presented at the Georgia School Counselors Association 2014 Annual Conference. Augusta, Georgia.

Glimpses Concerning Future Endeavors Regarding CT/RT:

Provide Basic Training and Practicum Supervision upon request

Continue to serve on the GIFT Diversity Council

Continue service with the regional WGI-SE Board

Consult on incorporating CT/RT into program development & with group settings.



Name and Current Affiliation:

Liette M. Collier, Member of Glasser Canada. CTRTC, 2014. Practicum Supervisor in Training, current.

Degrees/Certifications:

Crandall University, BA Psychology (Hons., Distinction), 2009

Crandall University, BA Org.M. (Distinction), 2008

Centre for Applied Neuroscience Coaching Certificate (CANC), 2010

University of New Brunswick; M.Ed, Adult Education, 2014

CT/RT Certification, 2014

Professional Positions Held to Date:

President, Seize the Day Life Coaching: Certified Personal Life Coach; Personal Finance Coach; Choice Theory Coach; Life Skills Coach; Individual, group, and workshop facilitator
Contract group facilitator

Former President, Simply Budgeting Inc.

Awards and Other Forms of Recognition Received:

Honours Society Award, 2008

BA Honours and Distinction Awards

Dean's List Awards

Member of Business and Professional Women International (BPW)

Board Member of Moncton Wellness Expo

Former Secretary of the Board of The Journey Church (6-year position)

Workshops Presented Regarding CT/RT:

Simply Budgeting Workshops

Paper Presentations Presented Regarding CT/RT:

My Financial Freedom Presentations

Simply Budgeting Presentations

CT/RT Certification presentation introducing the foundation of CT/RT basics to Personal Financial Coaching, including the sharing of a success story

Glimpses Concerning My Future Endeavors Regarding CT/RT.

As President and owner of Seize the Day Life Coaching, CT/RT is regularly part of my day and my language. Seize the Day Life Coaching has 2 main developing branches, one of personal coaching and personal finance coaching of which CT/RT is foundational and incorporated within. Secondly is as developer of a Calling ALL Coaches support network –a monthly learning and growth opportunity.

As part of the big vision, the establishment of a lodge and cabins system where training, workshops, and retreats will be held, and these learning opportunities towards offering Choice Theory Basic Certification, Take Charge of your Life, basic life skills hands-on workshops, financial, healing, and self-discovery retreats and workshops.

In addition, a separate establishment of a support and growth system will be further developed towards enabling coaches to be introduced to greater foundations of knowledge, to reach for higher standards in their coaching, which includes utilizable awareness of CT/RT.

Special Note to Each Potential “Brief Bio” Contributor.

To each contributor, to each who has been offered this amazing gift of understanding in the inspirational teachings of Dr. William Glasser, to each who impacts others in their everyday lives by living and modeling this knowledge, and especially to each who have reached out to instruct others so that these teachings can spread and who have helped others heal through their own understanding of basic Choice Theory, I say do not grow weary. There are so many who have yet to be released from their own confusion and their prisons of misunderstanding, experience, and false belief. To each contributor, press on and share generously this gift you have been given. It's meant for sharing well. Those you impact, impact others! Lives, families, and organizations are being changed. Press on.

John Henry Cooper - Chairman, William Glasser International

It is 57 years since John began teaching, becoming a principal in 1966. Following NSW postings from 1963 (North Star, Goodooga, Bass Hill, Asquith, Goolgovi and Mullengandra) John spent eight years in Papua New Guinea in a range of schools. On returning to Australia, John became Principal at Darwin Primary School, then opened Jabiru Area School followed by a year at Bradshaw Primary before becoming the first Principal of the new Anzac Hill High School in Alice Springs.

John began his Choice Theory journey while completing his Bachelor of Education at Flinders University in 1985. That work gave him the vision to create Anzac Hill High School (1987) based on Dr William Glasser's work in "Schools Without Failure". (schools are designed for failure, punishment versus discipline defined, Glasser's classes and the Classroom Meeting Model). John learned about the WGIA Institute in 2001. By 2009 ALL staff had completed at least Basic Intensive Training – four Certificated. Thanks to Faculty Judy Hatswell, Jean Suffield, Maggie Bolton and Sylvia Habel.

John focused on the holistic wellbeing of his school's community, incorporating cultural understandings with Choice Theory and adopting a bilingual vision statement in the local language, Arrernte and English. National awards for parental engagement and literacy success were significant.

John was Vice President then President Northern Territory Principals' Association and Member of Australian Secondary Principals' Association Executive during the period 1998 to 2005.

John completed his Master of Education, majoring in Performance Management and gained Certificates in Reality Therapy and Investigations whilst working as a principal. John is currently a Practicum Supervisor and works on contract with Indigenous college students and teaches in the local juvenile detention centre.

John has seven children and to date, eight grandchildren. John describes one of his happiest times being when partner Rae organised a family 70th birthday party at Cairns.

John is most proud of his opportunity to play rugby union (and rugby league) wherever he was posted as a teacher and being a founding member of the Goondiwindi Emus, South Darwin Bunnies, Jabiru Bush Rats and The Todd Tavern Eagles in Alice Springs. He played in his last competition game for Eagles in 2013.

Professional Training and Qualifications

Years of Study	Institution	Study/Award Gained
1998 – 2001	Northern Territory University	MEd Performance Management
1985	Flinders University	B Ed Professional Development
1984	Flinders University	Diploma of Education
1976 – 1980	Darwin Community College	Part time/remote mode Dip Ed
1966	NSW Dept. of Education	Teacher's Certificate
1961 – 1963	Alexander-Mackie College	Certificate of Attainment

Specific Training

Certificate IV in Investigations
Practicum Supervisor Choice Theory and Reality Therapy
European Council of Independent Schools Evaluator
Job Evaluation System Evaluator (NT OCPE)

Leadership Experience

Teacher in Charge Mullengandra Primary School NSW, Australia 1966/67
Teacher in Charge Kerema "A" School Papua New Guinea 1968
Principal in PNG of Ambunti, Nanu River, Bamguina, Lombrum "T" Schools PNG 1969 - 1975
Principal Darwin Primary School NT, Australia 1976 - 1979

Principal Jabiru Area School 1979 – 1985
Principal Bradshaw Primary School 1986
Principal ANZAC Hill High School (AHHS) 1986 -2009
Project Manager, ICT Principals' Development 2000
Director Strategic and Leadership Development Branch, NT DEET 2001

Australian Membership of organisations

Member of Australian Council for Educational Leadership
Life member of the Australian College of Education
Member Australian Network of Facilitators
Life and current Board Member Incite Youth Arts
5th Director of Glasser Australia
Life Member School Sport NT

International Membership of Organizations

Chairman of William Glasser International Incorporated Board 2013 - present

Community interests

John has been a long-term board member of School Sport Northern Territory, now a life member, currently President of: the Eagles Rugby Union Football Club, Alice Springs Town Band. A member: of the Centralian Eisteddfod Council, member of a motoring club and vice-president of a youth arts body.

Work as Facilitator / Investigator / Trainer (this century!)

Faculty Day at Toronto WGI Conference
Future planning for William Glasser Institute International Board
Visioning and specific policy development in schools & colleges
Strategic planning for NGO's and Company Boards
School staff teams and boarding house staff in Choice Theory Training
Take Charge of Your Life "Friday Chats" series with many staff groups in several schools
Consultant to local schools for handbooks, performance enhancement
Investigated concerns in remote community schools

Work 2010 (having retired from position as principal) - until present

2010 – 2019 relief teaching as required at Juvenile Detention Centre.
2010 Teaching contract half time, Clontarf Academy HPE, Centralian Senior College (CSC)
2012 Teaching contract fulltime at Centralian Middle School (CMS) (math and welfare)
2012 – 2017 Work at Centralian Senior College teaching Choice Theory to staff and all students
2017 – 2019 Managing Polly Farmer Foundation Program at Centralian Senior College (half time)
2020 Managing Polly Farmer Foundation Program at CMS & CSC
2018 / 19 Mentor for Teach For Australia, working for Australian Catholic University

Awards and Other Forms of Recognition Received:

- 1985 Citizen of the Year Australia Day Award Jabiru Community
- 1998 AHHS recognised as one of 100 "Innovative and Best Practice" schools
- 2005 Winning a National Principal's award the John Laing Professional Development Award (\$10,000 - used to take AHHS's leadership team to the 2007 WGIA Gold Coast Conference)

Asja Palinić Cvitanović, dr. med. and Psychotherapist, 1957, Institute of Public Health, Department of Mental Health, Croatia.

Education: Graduated Medical Doctor at the Medical School in Zagreb in 1981.

Additional Medical and Psychotherapy Training:

Postgraduate Studies in School Medicine in Zagreb, 1990

Medical Specialization in the Area of School Medicine, Zagreb, 1991

Training at the First European Studies in Improvement of Youth Health in Spain, 1991.

Training for Educators in the Promotion of Youth Health in Denmark 1993

Reality Therapy Certification, 1995

Post Certificate Training in Choice Theory and Reality Therapy, 2001-2006

European Certificate of Psychotherapy, 2006

Reality Therapy Psychotherapist in 2009.

Positions:

Founder of the Department of School Medicine in Metković, Croatia, 1984

Expert associate on „Psychosocial Help for Victims of the Croatian War for Independence“ Project, Ministry of War Veterans, 1996-2015.

Head of the County Office for School Medicine, 2000 to date.

Expert associate at the Department of Mental Health and Out-patient Treatment of Addiction 1999 to date.

Member of the Institute Trainers' Team - Basic Practicum Supervisor, 2002, Advanced practicum supervisor, 2006, Basic week instructor, 2009, WGI Senior Instructor 2012.

Achievements:

Offering psychotherapy for veterans suffering from PTSD, as well as their families.

Launched programs for educators and health workers, parents of children with chronic diseases and diabetics. Within the same organization I conducted a Marriage and Family Guidance Centre in 2002.

Received National „Katarina Zrinski“ Award for her psychosocial work in the War for Independence, and Awards from the Croatian Medical Chamber and Croatian Medical Association.

As the member of EIRT, and WGI faculty, worked with many groups from basic training to the final psychotherapy certificate.

Held a series of lectures, workshops, discussions and radio-shows for parents, with application of Choice Theory and Reality Therapy in the process of successful parenting. Series of lectures and workshops for primary and secondary school teachers according to the principles of Glasser's Quality School, and promotion of mental health.

Active in organisation and participation in a dozen of domestic and international medical and mental health congresses and simposia. Active participation in all major Reality Therapy conferences accross Europe from 1997 to date.

Bibliography:

Palinic Cvitanovic, Asja (1996). Psihosomatske bolesti-problem primarne zaštite školske djece i mladih. *Pediatria Croatica*; 40:47-48

Palinić-Cvitanović, Asja (2002). The Application of Reality Therapy in the Treatment of Children Suffering from Psychosomatic Diseases – A Review of two Cases, *Pediatria Croatica*; 46:201-7

Palinic Cvitanovic, Asja (2003). Prevencija poremećaja u ponašanju u lokalnoj zajednici. *Vjesnik ZZJZ* 7:2-7

Palinic Cvitanovic, Asja (2005). Ljepota različitosti. *Vjesnik ZZJZ*, 13:7

Palinić Cvitanović, Asja (2005). Prevencija ovisnosti u Metkoviću. *Epoha zdravlja*, V. 1, N. 1.

Jeramaz, Meri; Palinić Cvitanović, Asja (2006). Metković: Sa starima i za stare, *Epoha zdravlja*, Vol. 2, No. 1.

Palinić-Cvitanović, Asja (2007) Svjedočenje o dobru (The Testimony of Goodness), *Hrvatski časopis za javno zdravstvo*, Vol 3, No. 10.

Palinic Cvitanovic, Asja (2007) Regionalne razlike u konzumiranju sredstava ovisnosti i razlike u prisutnosti rizičnih i protektivnih čimbenika kod učenika srednjih škola u Dubrovačko-neretvanskoj županiji, *Vjesnik* 17/18:15

Palinić Cvitanović, Asja (2008). Zdravi grad Metković, *Epoha zdravlja*, Vol. 4, No. 4.

Palinić Cvitanović, Asja (2014). Savjetodavni rad liječnika psihoterapeuta u radu sa školskom djecom. *Vjesnik* 38:18-19.

Palinić Cvitanović, Asja (2017). Depresija-biramo li je i zašto?, *Vjesnik* 47:6-8

Palinić Cvitanović, Asja (2018). Partnerski odnos očima psihoterapeuta-zajedništvo različitih pristupa, *Vjesnik ZZJZ D-N Ž*, 49:6-9.

As co-author in books:

- Manual for School Medicine Doctors and Social Workers
- A Safe Step and a Right to Breathe
- Promoting Health in School
- The Local Community in the Prevention of Youth Behavior Disorder
- A Collection of Workshops for the Implementation of Prevention Programs in Secondary Schools
- Chapter called „Difficulties Within the Process of Counselling – Client-Counsellor Relationship“ inside the book: „Counselling Services for Adolescents' Reproductive Health“.

Brief Bio--**Lois DaSilva-Knapton**, Ed.D., CTRTC faculty; degrees held: Doctorate in Educational Leadership from Argosy University in 2004 and Advance degree in Special Education from Plymouth State University in 2002 and 2000. Positions held: Superintendent of Schools, Director of Special Education; Middle High School Administrator; WGI positions - NE Rep to WGI and current President of GIFCT-US. Books: peer reviewed School Board Superintendent Leadership book; Workshops include multiple presentations on Lead Management; Future endeavors regarding CT/RT: continue to bring William Glasser's vision to life: to teach the world Choice Theory by giving of my time to GIFCT-US Board leadership.

Denise Daub is owner of On Target Assistance and has over thirty-five years of experience working in the business world. Denise started working for WGI in 2013. Her job includes website and database maintenance, bookkeeping, member correspondence and assisting Tom Parish with the publication of the journal.

Testimonial:

In actuality, Denise is the IJCTRT Technical Advisor for the International Journal of Choice Theory and Reality Therapy and has been so for about three years, with the hope that she'll remain for many more! She really does a fantastic job, and I appreciate her efforts immensely!

Tom Parish, Editor, IJCTRT

Name, Current Affiliation

Wendell Dryden, Quality Learning New Brunswick

Certification

Adult and Continuing Education; University of Victoria, 2015.

Foundational Family Literacy Facilitation; Centre for Family Literacy, 2002.

Professional Positions

Adult Academic Upgrading, Facilitator (QLNB, SJKAL)

Family & Community Literacy Worker (QLNB)

Awards and Recognition

George Lawson Memorial Award (Community Service), 2013

Canada Post Community Literacy Award, 2007

Lieutenant-Governor's Early Childhood Literacy Award, 2003

Selected Journal Articles

Brown & Dryden (2016). Choice Theory and Community Literacy Work: Quality Literacy. *International Journal of Choice Theory and Reality Therapy*, 36(1), 45-53.

Beyond the Checklist: Using Reflective Practice to Remove Barriers in Family and Community Literacy. *Literacies*, fall 2008, #9, pp. 23-28.

Brown & Dryden (2004). Literacy as a Barrier to Health / Health as a Barrier to Literacy. *Literacies*, 4 (Fall 2004) 4-9.

Future Endeavors

Using the framework of Quality Literacy, and in collaboration with Cheryl Brown, Wendell is currently investigating ways to more effectively support family and adult literacy and learning in underserved areas of rural New Brunswick, Canada.

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Beyond the Checklist: Using Reflective Practice to Remove Barriers in Family and Community Literacy. *Literacies*, fall 2008, #9, pp. 23-28.

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Future Endeavors

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**Mona Dunkin
Choice Theory Life Coach
and CTRT Basic Intensive Instructor**

P O Box 774
Elm Mott, TX 76640
(254) 749-6594
www.monadunkin.com
www.monadunkin.blogspot.com

Mona Dunkin specializes in maximum people development, training individuals to be productive by developing better communication skills, organizational abilities, goal setting, conflict resolution, office protocol, and relationship skills. Mona presents concepts that inspire people to think and co-create, thereby, overcoming difficult situations. Through her gentle guidance, her clients are inspired to develop their full potential.

With Mona as your Choice Theory Life Coach, you will see yourself, your circumstance, and your life differently. Different, meaning doable, competent, joyful, healthy, abundant, happy, fulfilled... and the list goes on.

- Encourages you to embrace every challenge with courage and grace
- Raise your sights and revel in accomplishment
- Free nagging limiting beliefs that keep you spinning the same ole same ole
- Understand the mystery of “thoughts become things”
- To explore, learn, process for continued professional growth

Through Mona's excellent training, you will learn

- To manage yourselves and influence others
- That motivation is an inside job; learn the value of intrinsic inspiration
- Relationship development is key. Has there ever been anyone you would do *anything* for? Has there ever been anyone you would do *nothing* for? Do you know that the only difference in the two is relationship?
- Acquire how to treat and be treated with respect
- Know that all are a part of the problem and all are a part of the solution
- Understand the power of self-evaluation. Change happens through the on-going practice of awareness coupled with effective strategies.

Allow Mona's training to assist in your everyday personal and professional life. Change occurs through the on-going practice of awareness coupled with effective strategies. Create a quality world in which you feel safe, accepted, respected, and experiences life as interesting, fun, and worthwhile. Results are happiness, grace, competency, and increased bottom line.

You cannot motivate people, but people are motivated! They become self-motivated when a solution is seen to meet an individual need.

With clients, I find that knowledge is not the problem. Action is. Together we will strike accord already resonating in your being whereby you motivate yourself. I am the coach. I lead you to trust yourself and thus to lead yourself.

You are the boss. I am the encourager, the enlarger. The more you learn to generously define your life and capabilities, the sooner the world is your oyster.

Everyone has a story. I would like to share in yours. Let us work together for a happier ending.

Mona Dunkin, PERSONAL SUCCESS COACHING

www.monadunkin.com www.monadunkin.blogspot.com

254-749-6594 monadunkin@gmail.com

Guarantee: Receive two or more life-changing principles

SUMMARY OF EXPERIENCE AND QUALIFICATIONS:

Forty-nine years community leader, serving on numerous boards, organizing city-wide events, motivating people toward personal goals, and building organizations. Twenty-five years self-employed contractor specializing in speaking, development of training manuals and educational materials, and teaching life-skills. Excels in public relations and is verbally fluent. Insightful, quick thinking and good at problem solving. Works long hours without physical stress or annoyance. Self-starter and self-motivated. Stays calm in difficult situations. Adaptable; easy to make mid-course changes/corrections. Great community activist and leader.

1998-Present Certified Instructor with the Glasser Institute for Choice Theory
Creator and Co-Host of Greet the Week, Host for Making Sense of It

2000-Present Solution Principles, Waco, Texas - Author, Speaker, Success Coach.

12-3-00 - 8-23-18 Federal Bureau of Prisons Comprehensive Sanctions Fresh Start Center, Waco, TX Social Services Coordinator, Life Skills Trainer and Consultant.

2-1-95 to 11-2-99 Victorious Life Church, Waco, TX Outreach and Education Minister.

What others have said:

I have enjoyed working with you and been blessed daily by your word and your wisdom. I will never forget your spirit of encouragement and guidance. Toye

To say the least, you are an inspiration to me. The word illuminating comes to mind. You are insightful and have a rare unique outlook when it comes to people with less than savory history. You treat people like human beings, and I thank you for that. John A (Doc)

BRIEF BIO of **Frank Dunn** to be included in the IJCTRT--

I was born in Brooklyn, New York, on June 17, 1938 and grew up in Los Angeles, California. Received a Masters of Religious Education, with an emphasis in counseling from Talbot Theological Seminary, La Mirada, CA in 1963. Was ordained by American Baptist Churches in 1969 and served as a minister for 18 years, mostly in Midwest and Rocky mountain states.

As a minister, I found great joy in counseling opportunities but felt I needed a more professional approach. In 1972 I attended a Reality Theory presentation by Dr. Glasser and was hooked. That started a career move to mental health in the early 90's working in mental health clinics and hospital psychiatric wards. I became a Colorado Licensed Mental Health Counselor in 1992. The highlight of this career was teaching in Adams State University's Master of Counseling program for 15 years.

WGI Information:

- Joined the Mountain States Region in 1982.
- RT Certified in 1986.
- Served as the Mountain States Regional Representative on the WFI Advisory Board from 2007 to 2013.
- Was President of the Advisory Board for its last few years.
- Helped in the formation of the WGI—USA Board of Directors, the development of its constitution/by-laws and had the honor of serving as its first President.

I am now in full retirement mode and I will always be grateful for the privilege of working with Dr. William Glasser and the many, many colleagues who have so greatly influenced my life. Thank you all.

Frank Dunn, September 28, 2020.

Jeri L. Ellis, EdD, LPC, NCC, CTRTC, BC-TMH, CCTP
Capella University, Core Faculty

University of Cincinnati, Cincinnati, OH - EdD, Counselor Education and Supervision, 2007
University of Cincinnati, Cincinnati, OH - Post-Bac Certificate, Preparing Future Faculty, 2004
University of Cincinnati, Cincinnati, OH - MA in Mental Health Counseling, 2003
Children's Hospital Medical Center, Cincinnati, OH - Clinical Pastoral Education, 1995-1996
Wesleyan College, Macon, GA - BA, Psychology, 1978

Professional Positions Held To date:

2010 - present Capella University, Minneapolis, MN (offsite in Atlanta), Core Faculty
2007-2010 - Fort Valley State University, Ft. Valley, GA, Assistant Professor
2009-present - Licensed Professional Counselor, State of Georgia
2009-2015 - Certified School Counselor, State of Georgia
2005-2007 - Director Academic Center / Director of Student Disability Services, Wesleyan College, Macon, GA
2004-2005 - Assistant Academic Director, Ecological Grant Coordinator, Supporting Healthy Schools and Families Counseling Grant, Cincinnati Public Schools
2004 - Licensed Professional Counselor, Supporting Healthy Schools and Families Counseling Grant, Cincinnati Public Schools

Positions Held Within WGI:

Glasser Scholar, 2009
Research Committee Member, 2016-2020

Awards and Other Forms of Recognition Received:

2020, Spring - Chi Sigma Iota, CUC chapter, Capella University, Presentation Award
2012- 2019 - Stephen Shank Award for Outstanding Teaching, Capella University
April 2010 - Up for John Davison Outstanding Teacher Award, Fort Valley State University
January 2009 - President's Research Mini-Grant, Fort Valley State University
March 2008 - Branch Award, Georgia Association for Specialists in Group Work, President
March 2007 - Outstanding Doctoral Student, Counselor Education, University of Cincinnati
February 2007 - Up for Garvin Dissertation Award, University of Cincinnati
April 2005 - Association for Specialists in Group Work President's Award for Service

Selected Books/Chapters of Books Authored or Co-authored Regarding CT/RT:

Selected Journal Articles Authored or Co-authored Regarding CT/RT:

Robey, P., Burdenski, T. K., Britzman, M., **Crowell (Ellis), J.**, & Cisse, G. S. (2012). Systemic applications of Choice Theory and Reality Therapy: An interview with Glasser Scholars. *The Family Journal*, Sage.
Crowell (Ellis), J. L. & Mobley, J. A. (2012). A Contextual Approach to Relationship Assessment. In Robey, P. A., Wubbolding, R. E., & Carlson, J. (Eds.). *Couples counseling with Reality Therapy and Choice Theory* (pp. 199-210). New York: Routledge.
Cisse, G. S., Earl-Kulkosky, T., & **Crowell (Ellis), J. L.** (2012). When childhood trauma haunts the couple relationship. In Robey, P. A., Wubbolding, R. E., & Carlson, J. (Eds.). *Couples counseling with Reality Therapy and Choice Theory* (pp. 117-128). New York: Routledge.
Burdenski, Jr., T. K., Faulkner, B., Britzman, M. J., Casstevens, W.J., Cisse, G.S., **Crowell (Ellis), J. L.**, Duba, J. D., Minatrea, N. B., Shaffer, T. F., Dyson, M., Gilchrist, S. B., & Graham, M. A. (2009). The impact of the Glasser scholars project on participants' teaching and research initiatives: Part 2. *International Journal of Reality Therapy*.

Burdenski, Jr., T. K., Faulkner, B., Britzman, M. J., Casstevens, W. J., Cisse, G. S., **Crowell (Ellis), J. L.**, Duba, J. D., Minatrea, N. B., Shaffer, T. F., Dyson, M., Gilchrist, S. B., & Graham, M. A. (2009). The impact of the Glasser scholars project on participants' teaching and research initiatives: Part 1. *International Journal of Reality Therapy*.

Selected Workshops Presented or Co-presented Regarding CT/RT:

Intentional Choices Using Reality Therapy, September 2019, Glasser Institute Conference, **Ellis, J.**

The Glasser Scholars Project and New Research, June 2009, Edinburgh, Scotland, International Reality Therapy Conference. **Crowell (Ellis), J. L.**, & Dyson, M.

Selected Paper Presentations Presented or Co-presented Regarding CT/RT: none

Glimpses Concerning Your Future Endeavors Regarding CT/RT:

I find that many counselors in training are interested in reality therapy, which has afforded me the opportunity to impact many learners because I do a faculty demonstration multiple times a year. At Capella University we have a large training program and every quarter we meet for residencies where learners meet face to face for skills training. A large part of that is having an intentional focus on a counseling theory to guide their sessions. I want to do more training outside of the university as well. It seems that I set a spark while demonstrating the theory but then want to be able to follow up with certification preparation trainings for the institute. I also see myself as one who has expertise in teaching and mentoring and would like to see another group of Glasser Scholars developed. I continue to work with the research committee but would enjoy working on the journal. I am a reviewer for two other journals but honestly, need to do some writing of my own.

Mike Fulkerson
River Valley Behavioral Health

• DEGREES/CERTIFICATIONS

B.A. degree in Psychology (1991) from Kentucky Wesleyan College
MAE in Mental Health Counselor (1995) from Western Kentucky University
Licensed Professional Clinical Counselor – Supervisor (LPCC-S) (2001)
Myers-Briggs Type Indicator Certified Practitioner (MBTI-C) (2013)
Choice Theory/Reality Therapy Certified (1991)

• PROFESSIONAL POSITIONS HELD TO DATE

Crisis Line Phone Counselor (1989 – 1992)
Youth Care Specialist (1993-1995)
Inpatient Therapist (1995 – 1999)
Domestic Violence Counselor (1999 – 2001)
Safe Children Foundation, Inc. Chairman of the Board (2001 – 2004)
President of the Green River Area Mental Health Counselors Association (2005-2007)
Therapeutic Foster Care Clinical Specialist (2001 – 2004)
Adjunct Faculty at Lindsey Wilson College (2010 –2011)
Therapeutic Community Support Services Program Manager (2004 to Present)

• POSITIONS HELD WITHIN THE WILLIAM GLASSER INSTITUTE

Basic Practicum Supervisor (2005)
Advance Practicum Supervisor (2007)
Basic Week Instructor (2009)
Senior Faculty (2015)

• AWARDS AND OTHER FORMS OF RECOGNITION RECEIVED

Lindsey Wilson College Outstanding Community Service Award (2011)
Valley Institute of Psychiatry V.I.P. Award (1996)
Green River Comprehensive Care Volunteer of the Year (1990)

• SELECTED BOOKS/CHAPTERS OF BOOKS AUTHORED OR CO-AUTHORED REGARDING CT/RT

Treatment Planning with Choice Theory and Reality Therapy (2020)
Treatment Planning from a Reality Therapy Perspective (2015)
Treatment Planning from a Choice Theory Perspective e-book (2013)

• JOURNAL ARTICLES AUTHORED OR CO-AUTHORED REGARDING CT/RT

Wubbolding, R.E.; Casstevens, W.J.; and Fulkerson, M. (2016) "Using the WDEP System of Reality Therapy to Support Person-Centered Treatment Planning." *Journal of Counseling & Development*.

Fulkerson, M. (2012). "Helping Supervisees Evaluate Their Locus of Control." *International Journal of Reality Therapy*, volume 32, no. 1, Fall 2012.

Fulkerson, M. (2007). "Description of the Intensive In-Home Family Service Program." *International Journal of Reality Therapy*, volume 26, no. 2, Spring, 2007.

Fulkerson, M. (2003). "Integrating the Karpman Drama Triangle with Choice Theory/Reality Therapy." *International Journal of Reality Therapy*, volume 23, no. 1, Fall 2003.

- WORKSHOPS PRESENTED OR CO-PRESENTED REGARDING CT/RT

Treatment Planning from a Reality Therapy Perspective, Mike Fulkerson and Mariah Castlen. 2017 William Glasser Institute U.S. Conference in Raleigh, NC.

Case Conceptualization and Treatment Planning, Pat Robey and Mike Fulkerson. 2015 William Glasser Institute U.S. Conference in Las Vegas, NV.

Case Conceptualization and Treatment Planning, Mike Fulkerson. 2015 William Glasser Institute Midwest Region Conference 2015.

A Strategy For Happiness, Mike Fulkerson. 2010 William Glasser U.S. Conference in Nashville, TN.

- Brief Bio

Born and raised in western Kentucky, Mike Fulkerson is the youngest of two children. He received his master's in counseling from Western Kentucky University, is a member of several professional organizations, and is a licensed professional clinical counselor.

His first exposure with choice theory/reality therapy came as an undergraduate student at Kentucky Wesleyan College (KWC). At KWC, he was introduced to William Glasser's ideas by Bob and Jane Cockrum. He also got the opportunity to complete choice theory/reality therapy certification one month after graduating with a B.A. in psychology.

After obtaining his master's degree, he gained valuable work experience in crisis intervention, inpatient therapy, in-home therapy, therapeutic foster care, domestic violence counseling, and providing clinical supervision. In 2004, he was named the program manager of therapeutic community support services at RiverValley Behavioral Health based in Owensboro, KY. One of his most meaningful experiences has been supervising and training supervisees. His experience as a supervisor led him to pursue additional training from William Glasser International to become a faculty member. In 2015, he became a senior faculty member with William Glasser International.

Fulkerson has contributed several articles on the topic of choice theory/reality therapy. In addition, he has extended choice theory/reality therapy to treatment planning with a published book. The latest version of the book entitled, *Treatment Planning with Choice Theory and Reality Therapy*, is scheduled to be released some time in 2020.

Garry Garnaut Biography

Garry is just 68 years of age (2020), married to Chris for 42 years and has 4 adult children. He has come to value that your children are still your children no matter how old they become and home is always home to them. Garry's life is full of pleasures and surprises – 5 grandchildren – Henry, Ava, Xavier, Sienna and Oliva are at the top of the list. Looking after Grandchildren has been a regular commitment since Henry (our first grandchild) was born nearly six years ago.

Garry was educated at Para Hills Primary School, Elizabeth Boys Technical High School, [Salisbury Teachers College, South Australian Institute of Technology] which amalgamated into the University of South Australia. Garry has a Bachelor of Education (Salisbury CAE, 1974), Masters in Social Science Counselling (University of South Australia, 1996), Group Educator (Centre of Personal Encounter COPE, 1998). Garry's association with the William Glasser Institute commenced in 1988. (1990, Certification in Reality Therapy; 1994, Basic Practicum supervisor; 1996, Advanced Practicum Supervisor; 2007, Basic Week Instructor; 2010, Senior Faculty.) Garry retired from Education in 2012 and from Clinical Counselling in 2014. Garry was a registered counsellor with the Counselling Association of South Australia and a clinical counsellor with the Psychotherapy and Counselling Federation of Australia.

Garry's professional career has involved periods as a high school teacher, classroom consultant in both State and Catholic Education in South Australia, school counsellor, school leader, manager of regional student support centres, and working in the private sector as a private counsellor, rehabilitation counsellor and a group educator in communication and assertion skills. As well, Garry worked at various times in the 1990's at the University of South Australia as a guest lecturer and tutor in counselling. In 2013, Garry was a contract lecturer in Counselling at the Endeavour College of Natural Health. For the last 6 years of his education career, (2006-2012) he was the Principal, Bowden Brompton Community School. It was (and still is) the only alternative high school in South Australia that enrolled students through the interagency process due to their complex family, welfare and emotional issues. 85% of the staff had completed a minimum of the Basic Intensive Week in CT, RT and LM. Post education,

During his busy career, Garry has maintained an ongoing parallel interest in classroom management, counselling, Lead Management and educating adults and adolescents in assertion skills and personnel growth conducting workshops for school staffs, parents and allied professionals in health and welfare. Garry's presentations utilise role-play, draw on a wide range of personal experiences to connect theoretical with practical applications, and are informative with a bit of fun added to the mix.

Since retirement in 2014, Garry has maintained an interest in the adaptation of Choice Theory Counselling - Reality Therapy, into the area of Lead Management. This emphasises the perception of the Lead Manager towards the people they lead as well as the organisational systems that set the conditions for quality relationships to exist whether they be in a family, a staff, class or a team. This was the subject of presentations at the National Conference of the WGI Australia in 2011 and also the International Conference in LA in June 2012.

Garry has worked as a Senior Faculty in South Australia, Victoria, New South Wales, Queensland and the Northern Territory as well as the Philippines, South Africa and Singapore. He currently continues to work as a Senior Faculty in Faculty training in Australia and Singapore. Since 2011, Garry has visited Singapore two or three times per year to offer, by invitation, Advanced Weeks in CT, RT and LM, and various one and two day workshops on Lead Management.

Whilst retirement has seen a slowing of the pace of Garry's endeavours, he still finds the time to be involved in Faculty Program Consulting and offers individual coaching sessions, usually online, in the areas of retirement and Counselling using Choice Theory.

When not involved in his professional endeavours, Garry enjoys his grandchildren, helping out his children and their partners with handyman tasks in their homes, spending time with Chris at their holiday house in Goolwa, renovation it and of course, sailing on the River Murray, Lower Lakes and the Coorong.

Brief Bio: Carleen H. Glasser, MA

Born in Cincinnati, Ohio, Carleen Glasser was educated at the University of Cincinnati, College of Design, Architecture and Art, and received her Bachelors of Fine Arts degree in 1970 and her MA in Art Education in 1977. She obtained her MA in Guidance and Counseling in 1983 from Xavier University, Cincinnati.

She has twenty-five years of experience in education, twelve of which were as a school counselor, specializing in group work with all ages using her extensive training in substance abuse counseling and reality therapy. She has taught at the college level, both on and off campus at The College of Mt. St. Joseph, Xavier University and Cal State Northridge. She has been a Senior Faculty member of the William Glasser Institute since 1994 and is a founding member of the William Glasser Institute International in 2009.

Mrs. Glasser has worked with her late husband, Dr. Glasser, teaching his ideas world-wide. She served as a co-presenter with him at the Milton Erickson Foundation Evolution of Psychotherapy Conferences since 1995. She was a consultant to the Choice Theory Connections Program at the California Institution for Women in Chino/ Corona, CA. She is available as a CT/RT Speaker.

Her books, which teach choice theory in schools and to counselors, have been used in many countries besides the U.S. and have been translated into Korean, French, German and Spanish. She has co-authored four books with Dr. Glasser, *The Language of Choice Theory, What Is This Thing Called Love? Getting Together and Staying Together, and Eight Lessons for a Happier Marriage* all published since 1999. New books she worked on are *Take Charge of Your Life, Happiness and Thoughtful Answers to Timeless Questions*. Since 1995 she has helped Dr. Glasser with editing eleven new books, offering creative suggestions for content and design. She has also appeared with him in numerous professional CD's and DVD's produced for educators, counselors, and various other helping professions.

Her mission is to preserve her husband's legacy and to promote choice theory in its many applications, helping all humanity to live happier, healthier and more productive lives.

Biographical Information on William Glasser M.D.

Dr. Glasser is an internationally recognized psychiatrist who is best known as the author of ***Reality Therapy***, a method of psychotherapy he created in 1965 and that is now taught all over the world. His approach is non-traditional. For example, he does not believe in the concept of mental illness unless there is something organically wrong with the brain that can be confirmed by a pathologist.

It is his contention that what is usually called mental illness is chosen; it does not happen to people. He does not dispute that these choices can be reflected in a brain chemistry that is different from normal. How these choices are made is complicated but well explained in his 1998 book, ***Choice Theory: A New Psychology of Personal Freedom*** and documented in his most recent book, ***Warning: Psychiatry Can Be Hazardous To Your Mental Health.***

Born in 1925 and raised in Cleveland, Ohio, Dr. Glasser later attended medical school at Case Western Reserve University in Cleveland and took his psychiatric training at the Veterans Administration Hospital in West Los Angeles and at UCLA from 1954-57. It was there that he began his break with psychiatric tradition that has continued over the years. He was initially a Chemical Engineer but went into psychiatry when it became apparent to him that this was his real interest in life. He became Board Certified in Psychiatry in 1961 and was in private practice (using Reality Therapy) from 1957 to 1986.

Beginning in 1956 he worked in three areas besides his private practice:

1. The Ventura School for Girls (1956-67), a California Youth Authority Institution (a juvenile prison) for adolescent delinquent girls. While there he became world renowned for his contribution to the success of the school and to the treatment of young offenders.
2. The Los Angeles Orthopedic Hospital (1957-66) where he dealt with the psychological aspects of orthopedic problems including para and quadriplegia. During that time he gained a lot of expertise on the best way to treat muscular-skeletal pain, especially lower back pain.
3. His success at the Ventura School for Girls led him to the public schools where he has worked continually since 1961. He first created the idea of "a school without failure," and still believes that we do great harm to students when we fail them in school. He has expanded that idea to his present goal, which is to create a Quality School. In a Quality School, all children learn enough to do competent work and also some quality work, and discipline problems are inconsequential. There are over two hundred schools attempting to become Quality Schools internationally and some have succeeded.

In 1967, he founded the Institute for Reality Therapy. Since that time, over 60,000 people worldwide have taken training in his concepts. Dr. Glasser remains the president of what is now called the William Glasser Institute.

In 1961 Dr. Glasser was honored to be one of two psychiatrists in the whole world to be invited to the prestigious Coming Conference in Coming, New York. This

conference had representation from fifty different professions. The other psychiatrist invited was Franz Alexander, a much more prominent psychiatrist at the time than Dr. Glasser. When Dr. Glasser asked, "Why did you invite me?" (as he was only 36 years old at the time), they told him they thought he had great promise. It is interesting to note that in 1998, the City of Coming, New York, was asked by Dr. Glasser if they would be interested in becoming the first community in the world to teach all of their citizens Choice Theory. They accepted the challenge and the Coming Choice Community Project, as this is called, is well underway. The goal is to create a quality community. Other communities are interested and carefully watching what is now happening in Coming.

Dr. Glasser has been listed in Who's Who in America since the 1970's. In 1990, he received an honorary *Doctor of Humane Letters* from the University of San Francisco and is presently an adjunct professor at California State University, Northridge. In March of 2003, he was presented with the ACA Professional Development Award which recognizes the significant contributions he has made to the field of counseling throughout his professional career. Retired from private practice, Dr. Glasser now writes, lectures, demonstrates and teaches his ideas full-time. He is a much sought-after speaker who is able to present his ideas in a way that people all over the world are able to understand and use. His talks resound with laughter because he believes that the combination of laughter and learning are the best way to teach.

He is also very willing to demonstrate his skills as a psychiatrist with real or simulated clients and does many such demonstrations before large audiences. It was this kind of demonstration in March of 1996 that persuaded the community leaders in the City of Coming to accept his challenge to become the first Quality Community.

As a widely published psychiatrist, Dr. Glasser has written more than twenty books that have sold over two and a half million copies. Most books have been published by HarperCollins. These include:

Choice Theory: A New Psychology of Personal Freedom
Reality Therapy: A New Approach to Psychiatry
Every Student Can Succeed
For Parents and Teenagers: Dissolving the Barriers between Them
Eight Lessons for a Happier Marriage
Warning: Psychiatry Can Be Hazardous to Your Mental Health
What Is This Thing Called Love?
Getting Together and Staying Together
Staying Together
Counseling with Choice Theory, the New Reality Therapy
The Language of Choice Theory Positive Addiction
Fibromyalgia: Hope from a Completely New Perspective
Schools without Failure
The Quality School
The Quality School Teacher
Choice Theory in the Classroom
The Identity Society,
The Choice Theory Manager
Take Charge of Your Life: How to Get What You Need with Choice Theory Psychology
Available through wglasserbooks.com

Accolades for William Glasser, MD, board-certified psychiatrist since 1961

Since 1989, Dr. William Glasser has been recognized as a member of the distinguished faculty of pioneers in the psychological professions by the renowned Evolution of Psychotherapy Conference of the Milton Erickson Foundation.

In 1990, he was awarded the honorary degree Doctor of Humane Letters, Honoris Causa, from the University of San Francisco.

In 2002, he received the California Association of School Counselors award for his many years of contributions to the School Counseling Profession.

In 2003, he was presented with the American Counseling Association Professional Development Award in recognition of his significant contributions to the field of counseling.

The American Counseling Association presented him with a Legend in Counseling Award in 2004 for developing reality therapy.

In 2005, the American Psychotherapy Association presented him with the prestigious Master Therapist designation.

Also in 2005, he was presented with the Life Achievement Award by the International Center for the Study of Psychiatry and Psychology for his enormous influence as a psychotherapist and author.

In 2006, he was awarded the honorary degree of Doctorate of Education from Pacific Union College in Angwin, CA.

In 2008, the European Association for Psychotherapy publicly recognized reality therapy, which Dr. Glasser developed, as a scientifically validated psychotherapy and was officially announced at the twenty-ninth Annual William Glasser Institute International Conference held in Edinburgh, Scotland, in 2009.

In 2010, Case Western Reserve University conferred the Distinguished Alumni Award upon him.

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Adrian Gorman AC, MAC, ECP

- 2002 - Choice Theory & Reality Therapy Certified (CTRTC),
- 2009 - RT Counsellor (RTC),
- 2015 - RT Psychotherapist (RTP)
- 2016 - European Certificate of Psychotherapy
- UK: William Glasser Institute UK Faculty - Instructor
- Intl: William Glasser International Faculty - Instructor
- EU: European Institute for Reality Therapy (EIRT) Faculty - Instructor
- European Association for Reality Therapy - Registrar, Psychotherapist Accreditation (RTP)
- Holder of the European Certificate of Psychotherapy (ECP)
- Member of the Association for Coaching (International)
- Member of The Association for Integral Eye Movement Therapy Practitioners

Adrian is former Head of Care at a large independent residential school for boys and girls with emotional and behavioural difficulties in West Sussex. He has worked with national mental health organisations, and was registered with the Central Council for Education & Training in Social Work (CCETSW), and City & Guilds London Institute as a National Vocational Qualifications Assessor.

For a number of years Adrian lived in the United States and studied Therapeutic Recreation the University of North Florida, where he was first introduced to Reality Therapy in 1990. As well as CTRT certified, Adrian also has the (EU) Reality Therapy Counsellor award (RTC), the European Reality Therapy Psychotherapist accreditation (RTP), and in 2016 achieved the European Certificate of Psychotherapy (ECP).

Adrian is part of the William Glasser International, William Glasser UK and European Institute for Reality Therapy Faculty. As well as working with groups undergoing counselling certification training in the UK and USA, has worked with groups in Finland, Macedonia, Holland, Malta and Kuwait, where he was the Endorsing Instructor for the first group in Kuwait to achieve Reality Therapy Certified status (CTRTC). In 2008 Adrian was part of the team working with the first stage of the 'Glasser Scholars' program.

In Adrian's earlier years he served with the British Parachute Regiment, and then later, in the early 90's was involved extensively in outward bounds, where his approach using Reality Therapy had been successful in helping participants meet and overcome challenge and change in difficult circumstances. Adrian was a founder member of the National Association for Caving Instructors and taught some of the basic concepts of Reality Therapy to some of its members.

For 12 years Adrian was Chairman of the Mid-Downs NVQ Management Board, and for 10 years was Executive Administrator for The Institute For Reality Therapy UK (now William Glasser Institute UK).

Adrian is a clinical practitioner (Psychotherapy), and is also accredited as a practitioner in Integral Eye Movement Therapy (IEMT) and Rational Emotive Behaviour Therapy (REBT), which he incorporates into his work with individuals and couples.

For a number of years now, Adrian has represented the UK on the National Educator Program Alliance (NEP), and is the European Registrar for the Reality Therapy Psychotherapist Accreditation programme (RTP) an elected position.

Diane Gossen (Hetherington) M.Ed.

Diane met Dr. Glassner in 1967 when he spoke at a parent's meeting at the Zahm School for Exceptional Children where she worked. The following year when she was hired by the L.A. County Fred Miller Corrections (males 15-18) Forestry Camp she phoned him and asked, "Do you offer any training for working with delinquent young men?" At the time Glassner was consulting at the L.A. County Ventura Girl's School and also teaching at UCLA. This was the beginning of Diane's training in Reality Therapy. She mentored under Marianne Dancey and attended the yearly trainings on Olympic Boulevard. In 1971 she returned to Canada and started RADIUS, an alternate Reality Therapy school which is in its fiftieth year of operation in Saskatoon, Saskatchewan. In 1975 she became an instructor in Reality Therapy. She was the first senior instructor chosen a decade later.

Diane taught Reality Therapy in a variety of programs. As an assistant professor for Brandon University for three years she trained northerners in IMPACTE, the first Indian Metis Teacher Education program in Canada. She taught for two years at the University of Saskatchewan in the Department of Exceptional Children. For a decade she was consulted to the NADAAP, the National Native Alcohol and Drug Program. She was the coordinator of training for the Saskatchewan Department of Justice supervising staff hiring for the two new prisons.

Diane worked in a dozen countries teaching Reality Therapy. Multi-year, multi-site initiatives were held in Ireland, Slovenia, Iceland, Croatia, Australia and Norway. She taught in 27 states in the USA and in all the Canadian provinces and territories. She trained and mentored many instructors for the Institute and developed a quality school curriculum. She is the author of four books and forty workbooks. She developed many of the activities used in the Choice Theory Curriculum. Her books have been translated into French, Croatian, Slovenian, Icelandic and Chinese. Diane is very grateful for the many opportunities she has had due to the teachings of Dr. Glassner.

Name of individual and current affiliation:

Jane V. Hale, Slippery Rock University, Slippery Rock, Pennsylvania

Also list degrees/certifications, including institutions, majors, and completion dates:

Doctorate of Philosophy in Counselor Education and Supervision, Duquesne University, August 2011

Master of Science in Education in Community Counseling and School Counseling, Youngstown State University, August 2002

Bachelor of Arts in Sociology, Westminster College, May 1997

Professional Positions Held To-date:

Associate Professor, Slippery Rock University, Department of Counseling and Development, Slippery Rock, PA

Elementary School Counselor, Hookstown, PA

Family Therapist, New Castle, PA

Private Practice Counselor, Sewickley, PA

Positions Held Within WGI:

Certification in Choice Theory/Reality Therapy through the William Glasser Institute

Selected Books/Chapters of Books Authored or Co-authored Regarding CT/RT:

Hale, J.V. & Robey, P. (2018). It all begins with relationships: The Glasser Quality School Model In Daniels, K.N. & Billingsby, K, (Ed.) *Creating Caring and Supportive Educational Environments for Meaningful Learning*. IGI Global.

Hale, J.V. (2017) Making a "choice:" Using family sculpting in family separation groups In Viers, D. (Ed.) *The Group Therapist's Notebook, 2nd Edition: Homework, Handouts, and Activities for Use in Psychotherapy*. Routledge: A Taylor and Francis Group.

Selected Journal Articles Authored or Co-authored Regarding CT/RT:

Hale, J.V. & Sindlinger, J. (2017). Re-envisioning reflective supervision: A choice theory/reality therapy application using reflecting teams. *International Journal of Choice Theory and Reality Therapy: An On-Line Journal*, 37(1), 57- 66.

Hale, J.V. and Maola, J. (2011). Achievement among second grade students who received instruction from either teachers trained in choice theory/reality therapy or teachers who were not so trained. *International Journal of Choice Theory and Reality Therapy: An On-Line Journal*, 31(1), 109-126.

Selected Workshops Presented or Co-presented Regarding CT/RT:**Peer-Reviewed Presentations**

Hale, J.V. (2018, November). *Motivation, meaning, and relationships through the Quality School Model*. Pennsylvania School Counselor's Association 63rd Annual Conference. Hershey, PA.

Hale, J.V. and Schneider, B (2018, April). *Motivation, meaning, and relationships*

through the Quality School Model. 8th Annual Chi Sigma Iota Statewide Conference, West Chester, PA

Tekwani, S. and Hale, J.V. (2017, July) *“Coming out” with choice theory.* Diversity is Reality – Respect is a Choice: William Glasser Institute National Conference. Raleigh, NC

Hale, J.V. and Hinson,, M. (2017, July). *Constructing a quality world by promoting social justice and advocacy.* Diversity is Reality - Respect is a Choice: William Glasser Institute National Conference. Raleigh, NC.

Tekwani, S. and Hale, J.V. (2015, July). *Self-care in a crisis.* William Glasser Institute National Conference. Nevada, Las Vegas

Hale, J.V, and Tekwani, S. (2014, July). *“Coming out” with choice theory.* International Conference-Glasser in the 21st Century. Toronto, Canada

Hale, J.V. (2014, July). *A systemic approach in school counselling: Using genograms in a choice theory framework.* International Conference-Glasser in the 21st Century. Toronto, Canada

Hale, J.V. and Glasser, P. (2013, August). *A supervisory approach using choice theory/reality therapy principles to promote well-being and skill development in teachers and counselors.* William Glasser Institute Summer Conference. Buffalo, NY

Invited Speaking Engagements

Hale, J.V. (2017, March). Invited lecturer at University of North Carolina – Pembroke Choice Theory/Reality Therapy Presentation to CMHC students. Delivered via Skype.

Hale, J.V. (2017, February). *Optimizing the ASCA Model through using choice theory.* Beaver County Counselors' Association Professional Development Workshop, Slippery Rock, PA

Hale, J.V. (2015, October). *Using choice theory/reality therapy to keep difficult parents on your side.* PASSHE Counselor Information Day, Slippery Rock University, Slippery Rock, PA

Hale, J.V. (2015, January). *Using choice theory/reality therapy to keep difficult parents on your side.* PAMLE Western Region Professional Development Institute. Hookstown, PA

Glimpses for the Future

I plan on continuing to develop research about how CT/RT can be effectively applied to k-12 and higher education settings. I was recently accepted to present at the Southeast Conference on Positive Behavior Interventions and Support (PBIS) in June, 2020. The presentation is titled, *Non-Coercive Methods to Improve School Climate*, and will describe how the concepts from Glasser's Quality School Model offer an approach to PBIS that fosters the development of intrinsic control of students. In my experiences at k-12 settings, coercive methods are used frequently to manage student behavior. I would like to conduct research about the implication of the effects of these methods and examine the differences between PBIS programs that rely on coercive methods and those that do not.

Judy Hatswell - Judy Hatswell and Associates

Professional Positions

B.A. Dip Ed/ (Psychology) Macquarie University (1972 & 1973) D.O.E School Counselling (1976) School Psychologist
Leader of Specialist Team for Quality Behaviour Programs across a large Region. 1992-1995
Leader of State-Wide Programs for students with emotional disturbance /behaviour disorders. 1989-1992
Specialist School Psychologist for Students with emotional disturbance/behaviour disorders 1979 -1989
School Psychologist 1977-1979
Owner of Judy Hatswell and Associates 1995 -

Awards and Other Recognitions Received

Senior Faculty William Glasser Institute - International
Life Member of Australian Psychologist and School Counsellors Association
Life Member William Glasser Institute-Australia

Publications

Hatswell J., & Hinder T. Working Ideas for Needs Satisfaction. A 16 hours Package for introducing teachers to Choice Theory, Reality Therapy and Lead Management
Stone R., & Hatswell J. Window of Certainty; Defining what matters in your school. Exploring the difference it makes.

Workshops Presented

Presented over 600 Intensive Training Courses.
Co-Instructor for Faculty Training Programs in Australia, Canada, Columbia, Iran, South Africa, U.S.A.
Blame to Gain. Working with Resistant Clients 2 days course
From Theory to Practice: Choice Theory, Reality Therapy and Lead Management
Introducing Choice Theory, Reality Therapy and Lead Management. 1 and 2 day programs
Introduction to Lead Management, 1 & 2 day courses
Keynotes and workshops and many conferences within Australia and internationally

Future Endeavours

Within Australia our faculty are working towards training new young highly regarded and talented younger professional to we offer 3 days of workshops prior and post training and endorsement phases as well as having these participants attend practicum sessions and intensive training programs. We are also encouraging school and other organisations to employ our newest trainees to present courses in their workspaces. This way we can offer service across Australia in a variety of professions.

Biographical Details

Judy is celebrating 25 years of being a fulltime Instructor with The William Glasser Institute. She became an Instructor 1995 Senior Faculty in 1997. Judy has presented courses in some of the most remote places within Australia and Torres Straits as well as being in high demand in all regional and capital cities. Judy has presented workshops in 8 countries. She travelled to Iran for 3 /4 weeks a year for 7 years to assist this country to now have a substantial number of faculty as both Practicum Supervisors and Instructors. In 1989 Judy organised the nationwide tour for Dr Glasser. It was this event that resulted in many people becoming involved with his ideas. With a significant number of participants to these

workshops going on the become Faculty members of the organisation. To further share the ideas of Dr Glasser Judy has organised and hosted 18 international speaker and faculty to present workshops in Australia, many of these people staying in her home. Judy was Regional Representative on the Australian Board for many years, President of the Board for 4 years and Immediate Past President and 5th Director for 4 years. Judy completed her Basic Intensive Training in Los Angeles in 1982 with Dr Glasser providing all the lecture and discussion in all the morning sessions and worked with Dr Fitz George Peters in the afternoons. She completed her Advanced week with Barbara Garner in 1987 and Certification with Dr Glasser in 1989.

In 1987 she with Judith McFadden and Allison Wiseman organised the first meeting of interested people that went on to become the Reality Therapy Institute-Australia. It was from this meeting that our organisation has gone on to become a professional and highly regarded Institute across Australia.

Judy has organised and Chaired a number of National Conferences as well as being on the organising committee for many other.

Currently Judy is co-presenting, with another Senior Faculty Rob Stones, a 3 x 3 day program, Art of Leadership. This highly successful course, sponsored by The Primary Principals Association, is in high demand with 9 programs and 3 Master Classes being offered in 2020. These courses are full within 2 weeks of them being advertised. Art of Leadership attracts many people to intensive training programs and offers opportunities to teach CT/RT /LM programs within many schools. As well as these programs Judy continues to teach 15 -18 Intensive Training programs a year as well as present other 1 and 2 day courses and faculty days for aspiring Practicum Supervisors and Instructors.

Nancy Diane Herrick

As founder and Director of Reality Counseling and Training Center, Nancy Herrick has designed and disseminated training and staff development for the last 25 years. Previously a teacher, counselor, vocational coordinator, and intervention specialist, Ms. Herrick served public school systems for 28 years where she held certifications in five states. She holds degrees in Sociology, Special Education, and Guidance Counseling as well as having credentials as a National Certified Counselor and TeleMental Health Provider for Distance counseling.

Ms. Herrick is a Senior Instructor for the William Glasser Institute and a Faculty Program Consultant. She currently serves on the William Glasser International Board of Directors as a United States Representative. She is also serving on the Professional Development Program Committee, the Finance Committee, the Research Committee and the Quality School Committee. She co-authored the International Take Charge of Your Life workshop with the assistance of Bette Blance of New Zealand. This workshop is being offered in more than 9 countries and has been translated into seven languages to date.

In her work as a consultant, Ms. Herrick trains and supervises counselors, social workers, educators and mental health personnel. She has developed training programs for schools, foster care agencies, parenting groups, church organizations, law enforcement and homeless shelters, community mental health, correctional facilities, retirement communities and wilderness camps. Her career has provided her the opportunity to teach or train in more than ten foreign countries and 18 states in the USA. Ms. Herrick is a frequent presenter at state and national conferences and is presently serving two schools in their quest to become Glasser Quality Schools.

EDUCATION:

Bachelor of Arts, Sociology 1964 Iowa State University, Ames, Iowa Bachelor of Science, Speech Pathology 1965 University of Florida, Gainesville, Florida. Licensed Day Care Provider, 1974 University of Maryland, Baltimore, Maryland. Licensed Real Estate Sales, 1976 Toledo College, Toledo, Ohio. Certificate for Interior Design, 1978 University of Georgia, Athens, Georgia. Master of Education, Guidance Counseling, 1984 Campbell University, Buies Creek, NC. Ph.D. / ABD. Educational Leadership & Administration 1996 Union Institute, Cincinnati, Ohio.

CERTIFICATIONS:

Florida Teaching Certificate 1967 K-12. Maryland Teaching Certificate Early Childhood, 1974. Real Estate Sales and Marketing License, Ohio 1976. Georgia Teaching Certificate 1977 K-8 Art. North Carolina Teaching Certificates, 1981 K-12. Guidance Counselor K-12, 1984. Vocational Coordinator and Special Education Teacher K-12, 1984. National Board of Certified Counselors, 1984 NBCC, Greensboro, NC. Active Parenting Trainer 1985 Atlanta, GA. CHOICE Program (Drug Prevention trainer-IRT) 1986. Certified as Intensive Instructor: Basic 1989, William Glasser Institute, Senior Faculty 2002 William Glasser Institute, TeleMental Health Provider: 2017 CCE, Charlotte, NC.

PUBLICATIONS:

"I Don't Care" Kids. Story series for children K-3; self-published. 1995

FOCUS: Focus on Choices, Understanding Self. High School Course Manual. 1998 self-publish.

GPS: Guide to Personal Success. Workshop and Manual Social Service Agencies. 2002.

Take Charge of Your Life; International Workshop 2014. William Glasser International.

Get Happier Project: Book sequel and contributing author 2016. Ivan Honey, Australia.

Communication Skills for Paraprofessionals, Course 2016. William Glasser International

Living Life with Choice Theory, Chapter 6 2019 GIFT; Publishing Online.

Choice Theory Online, contributing author and editor 2018. New Brunswick, Canada.

Other interests and businesses:

Home Specialties. Interior Decorating business in Georgia; 1979-1984

Costume and Bridal Design. Stage costuming and bridal wear construction. 1992-2020

Reality Counseling and Training Center, Mental Health counseling services; 1996-2020

Designs for You. American Girl Doll Clothes Design & Sales; 2005-2020

Get Happier Project, USA. Choice Theory/Mindfulness Curriculum for schools. 2017-2020

Board of Directors, Achievement Charter Academy. 2017-2021 Fuquay Varina, NC

Name and Affiliation – Shari Holland – Colleague

Degrees and Certifications – Bachelor of Science, Recreation and Park Administration – 1971, Masters in Public Administration – 1986, Completed Basic Intensive and Advanced Intensive.

Professional Positions Held to Date – Recreation Officer, State Training School for Girls; Casemanager, Kansas City Regional Center (Dept. of Mental Health, Division of Development Disabilities and Mental Retardation); District Director, Sunflower Council of Campfire

Name and Affiliation – Shari Holland – Colleague

Degrees and Certifications – Bachelor of Science, Recreation and Park Administration – 1971, Masters in Public Administration – 1986, Completed Basic Intensive and Advanced Intensive.

Professional Positions Held to Date – Recreation Officer, State Training School for Girls; Casemanager, Kansas City Regional Center (Dept. of Mental Health, Division of Development Disabilities and Mental Retardation); District Director, Sunflower Council of Campfire

Ivan HONEY, Member WGI, WGIA, Member of The Australian Psychological Society.

Qualifications

BA, Post Graduate Diploma of Social Sciences, (University of New England), 1976
Trained Primary Teachers Certificate, (Bendigo Teacher's College), 1970
Certification in Reality Therapy, 1984, Practicum Supervisor, Basic Week Instructor, Senior Faculty, 2004, (William Glasser Institute). Conducted over 150 training and certification weeks with WGI in Australia, the USA, South America, China, Singapore, Indonesia, Malaysia (Where I helped set up the Malaysian Institute)

Positions held within WGI

President, WGI, Australia, 1994-1996, Board Member 1991-1996
Member WGI, International Board (representing Australia & NZ), 2015-2016

Professional Positions

Founder and Director, The Get Happier Project and the Get Happier School, (Trade Marked) 2013-Present time. (www.gethappier.net)
Director, Ivan Honey and Associates Pty Ltd, Psychologists, 1990-Present time.
Psychologist and Guidance Officer, Department of Education (Vic.) 1977-1989
Professional Supervisor for the Victorian Psychological Society, 1990-2010
Primary Teacher, 1976-1977

Awards

Australian Enterprise Award, 2019. 'The Most Comprehensive Parent and Child Mental Health and Wellbeing Initiative'.

Choice Theory Publications

The Get Happier School Program, (a social and emotional learning program for schools and children aged 4-14, based on Choice Theory/Reality Therapy). Trade Marked and Licensed around the world.

Publications/Books include;

Happy Parenting; Raising Positive and Empowered Kids (Amazon Best Seller)
The Amazing Adventures of Doug Dragster (Amazon Best Seller)
Doug Dragster's Magic Book
My Get Happier Travel Journal

Card sets:

Cars R Us, (Co-author - Best seller for Innovative Resources)
Doug Dragster's Get Happier Toolbox (Card Set)

Video Resources

16 Hour video series for Get Happier Schools - Licensed to Schools

Miscellaneous Resources:

Many Poster sets, Cards, Teacher Guides, Audios, included in The Get Happier School Program

Presentations

I have presented workshops at every International and Australian WGI Conference since 2000. All workshops have demonstrated the use of colorful and fun visual resources to counsel using Reality Therapy and to teach Choice Theory.

I have also presented at many Psychological and Mental Health conferences within Australia and around the world.

Future Endeavors

There are already a number of successful Get Happier Schools in Australia, USA, China, and there is interest from Japan, South Korea, New Zealand and The United Kingdom. We have Senior Faculty members who co-ordinate the project in Singapore, China and the USA/North America.

Our Mission is Dr Glasser's mission; To Teach Choice Theory to the World, and to this end, we will continue to promote, and develop new resources to extend the program in every continent around the world.

We continue to seek inspired people from the Institute to implement the program in schools world-wide. For more information, check the website, www.gethappier.net and the Get Happier Project's Facebook site.

Sean Humphreys has close to two decades of experience of working intensively with people, mainly in the voluntary sector in Scotland, with significant statutory sector partnership work experience.

He has been a teaching faculty member of the William Glasser Institute in the UK since 2015 and regularly teaches Basic and Advanced Practica and Basic Intensive Workshops.

Sean has a wide variety of counselling, coaching and training facilitation experience with individuals, groups and teams and has delivered presentations at WGI UK or EART conferences in Malta, Finland and Scotland in recent years. He also co-organised the 2018 European Faculty Retreat which took place at Stirling University, where he enjoyed the opportunity to connect closely and learn once more with colleagues from across Europe and beyond.

He is a specialist in personal development and continuous professional development for managers, project workers, support workers, coaches, counsellors and counselling skills practitioners, and also for those working in other healthcare and education environments. His training, supervision and coaching experience also includes support with leadership and sports psychology.

He has also designed, written and delivered courses on a wide variety of topics and has assessed needs for teams and organisations as a consultant.

He began his career after graduating from Edinburgh University working in practitioner roles supporting adults with complex and varied support needs related to physical and mental health, including additional learning needs, before working in a service for adults who were homeless and contending with issues including drug dependency, all of whom had experienced childhood trauma in the form of physical, sexual or emotional abuse or neglect. Understanding the impact of trauma on human beings remains a huge area of interest and Sean is an active member of the ACE Aware Nation movement in Scotland.

Sean later worked in experiential learning based personal development both in urban environments and in an outdoor education wilderness setting in roles as an outreach worker, co-ordination and management roles providing specific services to clients who were involved in the criminal justice system, were care experienced or were adjusting to life after experience in the armed services. This included several years of experience in the role of organisational Child and Vulnerable Adult Protection Officer for a large national charity.

A counsellor since 2011 working with clients on a wide variety of presenting issues including managing stress, relationship conflict and bereavement and with over 700 hours of supervised practice as an Alcohol Counsellor in a COSCA and BACP member organisation, he also continues an in demand private practice which he has successfully adapted to a digital platform during COVID.

He is also trained and experienced in working with other methodologies including Motivational Interviewing, Solution Focused Brief Therapy, Cognitive Behavioural Therapy and Person Centred Counselling as well as a variety of leadership methods and educational learning styles. As well as qualifications in counselling, counselling skills, coaching and training, Sean is also a Scottish Qualifications Authority Assessor and Verifier and current Mental Health Officer for YouthLink Scotland – the National Agency for Youth Work.

Choice Theory, Reality Therapy and Lead Management principles and practices have underpinned all areas of Sean's life for over a decade, since he completed his certification, and will continue to inspire lifelong study and practice. Sean lives and loves exploration, travel, sports and activities, cultural differences, music, foods, languages and people and loves connecting with nature, including being a dedicated vegan. He lives with his partner Claire in Edinburgh, their base for enjoying life to the full.

Website: NowCounselling.org.uk

Twitter @NowCounselling

Brief Bio:

David Jackson, Senior Instructor

Degrees/certifications:

BA University of Kansas, School of Social Work

University of Tulsa, 18 hours, Psychology Dept.

University of Tulsa, 18 hours School of Law

Baker University, Master of Arts in Counseling

Trinity College of the Bible and Trinity Theological Seminary, Ph.D., Ed.D.

Professional Positions:

Recreational Therapist, Menninger Clinic, Topeka, KS

Probation Officer, Director of Court Services, and Adjunct Juvenile Judge at Tulsa County Juvenile Court in Tulsa, OK.

Director of Tulsa County Mental Health Assoc. in Tulsa, OK.

Clinical Director and Asst. Chief Probation Officer, Tarrant County, Fort Worth, TX.

Adjunct Professor, Texas Christian University, Fort Worth, TX.

CEO, Fort Worth Boys and Girls Club Fort Worth, TX.

Owner of marketing and advertising business, Tyler, TX.

Asst. Administrator, Jackson County Juvenile Court, Kansas City, MO.

Faculty member of the American Correctional Association.

Instructor, Summer workshops at Friends University, Wichita, KS.

Positions within WGI:

Senior Instructor	1996 –
Mid-America Regional Director	1998 – 2004
Member of the Board	1998 2004

Selected Books/Chapters of Books Authored or Co-authored Regarding CT/RT:

Reality Therapy and Choice Theory: Managing Behavior today, Developing Skills for Tomorrow 2002

Violent Girls Who Bully 2005

Becoming a Glad Dad and a Top Pop for Parolees with leader's guide 2005

The Psychology of Humor in the Classroom 2006

Molested Children: Protecting Our Children, Protecting the Future 2006

Becoming a Better Good Samaritan: Helping Others Live Life Abundantly 2015

Einstein's Design: a novel using Choice Theory 2006

Selected Journal Articles Authored or Co-authored Regarding CT/RT:

Group Employment Interview Using Choice Theory Spring 2003

Selected Workshops Presented or Co-presented Regarding CT/RT:

Catholic Charities Staff Olathe, KS.

Lutheran Children's Services Staff, Sioux City, South Dakota.

Epworth Methodist Children's Home, St. Louis, MO.

Kansas City Family Court Staff, Kansas City, MO.

Tulsa Family Court Staff, Tulsa OK.

Fort Worth Family Court Staff, Fort Worth, TX.

Schools and Corrections, Corning, NY.

Management Training, Carson City, NV.

Plainfield Juvenile Corrections, Plainfield, IN.

Women's Correctional Facility, Topeka, KS.

Evans solutions Children's Services, Detroit, MI.

Chaddock Methodist Children's Services, Quincy, IL.

New Life Youth and Family Services, Pennsylvania.

Brief Bio of Masaki Kakitani

- Born: Feb. 20, 1942 in Japan.
- WGI Senior Instructor
- First WGI Basic Training sponsored in Japan 1986. With Chap. Rhon Carleton as an Instructor
- Graduated from Chuo University Graduate School, Wheaton College Graduate School, Trinity Evangelical Divinity School, Georgia State University Graduate School, Pacific International Theological Seminary Japan Extension.
- Founder & President of Japan Association for Choice Theory Psychology
- Founder & Chair Person of the Certified NPO William Glasser Institute Japan
- Board Member of William Glasser International, Inc. (2011~2017, Served as Treasurer for last three years)
- President of Kakitani Counseling Center, Inc. (1978~
- Professor at Risho University, School of Psychology (2003~2012)
- Degree: MA; M.Div.; Th.M.; M.Ed.; Litt.D.
- Books: How to Become a Lovely Wife; For Happy Marriage; What Happening to My Body?, etc.
- Books Translated: Most of Glasser's Books such as Choice Theory; Reality Therapy in Action; Quality School; Every Student Can Succeed; Warning; The Language of Choice Theory; etc. Using Reality Therapy by Robert E. Wubbolding (1988), etc.
- Articles: Alternative Approaches to the Treatment of Mental Disorders (No. 20, 2004, Bulletin of the Graduate School of Literary Research Department, Risho University); Multiple Approaches to Autism in Children and their Results (Vol. 9 No.1, March 2006, Japanese Journal of Choice Theory Psychology) & others
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- Address: 30-3-1012 Takahamadai, Hiratsuka-city, Kanagawa 254-0805 Japan
- E-mail: kakitani@choicetheory.net

Name: Gwen Kessell, Head of the Lower School, All Saints Academy, Winter Haven, Florida

Degrees and certifications: B.S. Physical Education major, Psychology Minor) Florida Southern College, M.A. in Physical Education University of South Florida 1976, Ed.D. in Educational Leadership, University of South Florida 1988

Professional positions: Physical Education, biology, and math teacher K-12, Middle School Assistant Principal, K-8 Principal (opened under the Quality School principles), Head of a Lower School 2yr – 5th grade.

Positions held within WGI : Board Member

Selected Workshops Regarding CT/RT: Presented Quality School Ideas in Japan, Australia, Korea, Alabama, and Mississippi

Future Endeavors: continue to take every opportunity to implement Quality School ideas and teach CT/RT in the educational community.

Contact: Dr. Gwen Kessell, 5515 La Point Drive, Lakeland, Florida 33809, 863 221-9898

Member

Carol Kretzmann

Degree

Master of Science in Counseling, University of Arkansas, December 2004

Most Recent Affiliation

Glasser Institute for Choice Theory-US, Midwest Region

Certifications

Choice Theory/Reality Therapy Certified, July 2010

National Certified Counselor, July 2010 to present

Licenses

Licensed Professional Clinical Counselor, California, January 2020—present

Licensed Professional Counselor, Arkansas, February 2008—present

Licensed Associate Counselor, Arkansas, March 2005—February 2008

Professional Positions Held

Primary Therapist, Birch Tree Communities, April 2009—September 2016

Mental Health Professional, Ozark Guidance Center, May 2005—March 2009

Recognition

July 2015: Completion of two-year commitment to National Health Service Corps with clinical care to vulnerable populations

June 2014: Birch Tree Communities letter of commendation for professionalism and leadership in response to crisis

Name of the individual and current affiliation (or most recent affiliation).

Brian Lennon
Chairperson Emeritus of William Glasser International

Degrees/certifications, including institutions, majors and completion dates.

M.Sc. Psychology from Trinity College Dublin, 1977
Diploma in Guidance Counselling, University College Dublin, 1978
Certification in Reality Therapy, Dublin, 1987
Basic Instructor in CT/RT, 1989
Senior Faculty in CT/RT, 1995

Professional Positions Held To-date:

Guidance Counsellor, St. Oliver's Community College, Drogheda, Ireland. 1978-2004
Editor of the Journal of the Institute of Guidance Counsellors, 1982-1983
Psychologist, Co Louth V.E.C. 2004-2009

Positions Held Within WGI:

Founder of William Glasser Institute Ireland, 1987
Chairperson of William Glasser Institute Ireland, 1987-1997
Co-chair, IRT International Conference in Dublin, Ireland, 1994
Founder of William Glasser International, 2011
Chairperson of William Glasser International, 2011- 2016
Chairperson, First WGI International Conference, Los Angeles, 2012
Database designer for WGI, 2013

Awards and Other Forms of Recognition Received:

Fellow of the Irish Institute of Guidance Counsellors, 2003
Dedication in Dr. Glasser's Warning: Psychiatry Can be Hazardous to Your Mental Health, 2003
Fellow of William Glasser Institute Ireland, 2005
Requested by Dr. Glasser to chair William Glasser International, 2011
Chairperson Emeritus of William Glasser International 2013

Selected Books/Chapters of Books Authored or Co-authored Regarding CT/RT:

A Choice Theory Psychology Guide to Anger (Choice Theory in Action Series), 2019
A Choice Theory Psychology Guide to Stress (Choice Theory in Action Series), 2019
Editor, Choice Theory in Action Series, 2019
The Practice of Reality Therapy, 2019

The Practice of Choice Theory Psychology, 2019

Selected Journal Articles Authored or Co-authored Regarding CT/RT:

Development of Reality Therapy in Ireland, Journal of Reality Therapy, 1994
From Reality Therapy to Reality Therapy in Action 2000, International Journal of Reality Therapy, 2000

Selected Workshops Presented or Co-presented Regarding CT/RT:

Too many to list in Ireland
Also: Australia, Canada, Colombia, Croatia, England, Scotland, Slovenia, United States of America
Keynote: WGI International Conference, Los Angeles, USA, 2012
Keynote: WGI International Conference, Toronto, Canada, 2014
Keynote: WGI International Conference, Bogotá, Colombia, 2018

Selected Paper Presentations Presented or Co-presented Regarding CT/RT:

The Quality World of Relationships, Reality Therapy: An Irish Perspective, 1994
Online Course, "Choice Theory Topics" at wgii.ie, 2018
Online Course, Mentoring for Take Charge of Your Life Workshops at wgii.ie, 2018

Glimpses Concerning Your Future Endeavors Regarding CT/RT:

Continued dedication to the goals of William Glasser International, to safeguard the core of Choice Theory and develop Dr. Glasser's ideas within a democratic and fully international organisation.

The Rev. Dr. Daniel M. Linnenberg, EdD

Associate Professor of Counseling (Retired), Warner Graduate School of Education at the University of Rochester (2008-2019)

Priest of the Episcopal Church (Retired), Diocese of Rochester (1987-2019)

American Red Cross – Service Associate (2010-Present)

Disaster Mental Health Team (IDC-DMH-SV)

Disaster Spiritual Care Team (IDC-DSC-SA)

DMH Large Scale Responder (CLS-DMH-SV)

Staff Services – Basic Trainer (SS-TR-SA)

Integrated Condolence Care Team (ICCT)

Degrees/Certifications:

Doctor of Education (Ed.D.), University of Rochester, Counseling, 2008

Master of Divinity (M.Div.), Nashotah House Theological Seminary, Pastoral Theology, 1987

Master of Arts in Education (M.A.Ed.), Western Kentucky University, Counseling, 1983

Bachelor of Arts (B.A.), Bowling Green State University, Special Studies-Anthropology, 1976

Licensed Mental Health Counselor (L.H.M.C.), State of New York (2006-Present)

Licensed Professional Counselor (L.P.C.), State of Michigan (1992-Present)

National Certified Counselor (N.C.C.), National Board for Certified Counselors (1995-Present)

Approved Clinical Supervisor (A.C.S.), Center for Credentialing and Education (2002-Present)

Choice Theory/Reality Therapy Certified (C.T./R.T.C.), Glasser Institute for Choice Theory (1996-Present)

Professional Positions Held To-date:

Warner Graduate School of Education at the University of Rochester, Faculty (Adjunct, Visiting, Assistant & Associate Professor), 2002-2019

North Central Michigan College (Special Populations Counselor, Adjunct Faculty), 1994-1998

Harbor Hall, Inc (Clergy Counselor, Spiritual Director), 1993-1995

Crossroads Counseling Services (Private Practice Counselor), 1993-2008

The Episcopal Church, Priest (Curate, Assistant Rector, Priest-in-Charge, Rector & Associate Professor), 1987-2019

United States Army, Ordnance Corps (2nd LT-CPT), 1976-1984

Positions Held Within WGI:

Faculty Member - Basic Practicum Supervisor

Awards and Other Forms of Recognition Received:

2008 Marshal, University of Rochester Doctoral Graduation 2008

2002 Practitioner Award from Chi Sigma Iota - URI Chapter (University of Rochester)

2001 Leadership Award from Chi Sigma Iota - URI Chapter (University of Rochester)

1999 Selected Member of Chi Sigma Iota - URI Chapter (Counseling Honor Society - University of Rochester)

1975 Selected Member of The National Society of Scabbard and Blade (Military Science Honor Society - Bowling Green State University)

1998 Recipient of the William J. and Loretta C. Ford Scholarship - University of Rochester

1974 Recipient of United States Army Reserve Officer Training Corps Scholarship (1974 - 1976) United States Department of the Army

Selected Books/Chapters of Books Authored or Co-authored Regarding CT/RT:

Linnenberg, D. M. (2008) *Moral Choice: A Counseling Intervention in Moral Education* (EdD Dissertation), University of Rochester

Selected Journal Articles Authored or Co-authored Regarding CT/RT:

Linnenberg, D. (2006). *Thoughts on Reality Therapy from a Pro-Feminist Perspective*. International Journal of Reality Therapy 26(1) 23-26.

Linnenberg, D. (1999). *Moral Education and Choice Theory/Reality Therapy: An Initial Examination*. International Journal of Reality Therapy 19(1) 52-55.

Linnenberg, D. (1997). *Religion, Spirituality and the Counseling Process*. International Journal of Reality Therapy, 17(1) 55-59.

Selected Paper Presentations Presented or Co-presented Regarding CT/RT:

Weidenhamer, C. & Linnenberg, D. (April 2016). *What do we do now: Addressing a Contentious Supervisory Relationship*. The 2016 New York Mental Health Counselors Association Conference. Albany, New York.

Linnenberg, D. (July 2014). *Religious and spiritual choice: The use of Reality Therapy with Muslim clients*. 2014 International Conference of William Glasser International, Inc., Toronto, Canada.

Linnenberg, D. (July 2010). *Moral Choice: A Choice Theory Approach to Adult Moral Education*. 2010 International Conference of the William Glasser Institute, Nashville, Tennessee.

Linnenberg, D. & Skinner-Linnenberg, V. (April 2007). *A Surprising Revelation: English and Adult Moral Education Overlap*. 38th Annual Conference of the College English Association, New Orleans, Louisiana.

Linnenberg, D. (March 2001). *Religion, Spirituality and the Counseling Process*. Conference of the Northeast Region of the William Glasser Institute, Armonk, New York.

Linnenberg, D. (January 2001). *Religion, Spirituality and the Counseling Process*. 2001 Counselor Conference of the University of Rochester's Office of Professional Development, Rochester, New York.

Linnenberg, D. & Skinner-Linnenberg, V. (October 2000). *Teaching the Skills of Caring*. New York Counseling Association's 2000 Conference. Syracuse, New York.

Linnenberg, D. (October 1999). *Religion, Spirituality and the Counseling Process*. New York Counseling Association's 1999 Conference. Albany, New York.

Linnenberg, D. (March 1998). *Dealing with the Church: Spiritual and Religious Empowerment*. 4th bi-annual Empire State College Conference. Rochester, New York.

Linnenberg, D. & Denay, C. (October 1997). *Religion, Spirituality and the Choice Theory/Reality Therapy Counseling Process*. 1997 Michigan Counseling Association Conference, Mackinac Island, Michigan.

Skinner-Linnenberg, V. & Linnenberg, D. (April 1997). *Learning Hope: College Survival Skills for Learning Disabled Students*. 2nd Annual Michigan Dyslexia Institute Regional Conference, Harbor Springs, Michigan.

Skinner-Linnenberg, V. & Linnenberg, D. (March 1996). *Beyond the Academic Boundary: Writing Teachers as Counselors*. 47th Annual Conference on College Composition and Communication, Milwaukee, Wisconsin.

Skinner-Linnenberg, V. & Linnenberg, D. (February 1996). *Balancing Academics and Students' Personal Crises: Teachers as Counselors*. Fifth International Conference for Community and Technical College Chairs, Deans and Other Academic Leaders, Mesa, Arizona.

Linnenberg, D. (October 1995). *Spirituality: The Journey to Unity*. 1995 Michigan Counseling Association Conference, Grand Rapids, Michigan.

My Tribute to Dr. Lawrence Litwack

Larry was an invaluable part of the Reality Therapy organization, being editor for thirty years of the organization's main publication.

In each and every instance he was always fair and kind, in fact, many even thought that he was truly one-of-a-kind!

He was totally supportive of everything RT, as he headed up both the Journal of Reality Therapy, plus the International Journal of Reality Therapy, having always acted in every instance with absolute certainty!

While differences occasionally existed between Dr. Glasser and him, they always worked things out so that both of them could win. Truly, Larry always sought to be supportive of Dr. Glasser in many ways, and did a great job getting the Journals out without any major delays.

Larry was generally perceived to be everybody's friend, as we all looked forward to seeing him around the next bend!

Then in 2010 he withdrew from his editing chores, dying shortly thereafter, but he'll be remembered forevermore!

Thomas S. Parish, Ph.D.

Bosiljka Boba Lojk, Social Worker, Psychotherapist, (1953) Slovenia, European Institute for Reality Therapy - EIRT

Education: 1976 University of Zagreb, Croatia, School for Social Work

Courses and Training in Counselling and Psychotherapy:

1978 training in Rogers approach in counseling,

1980 training in Transactional Analysis,

1985 group training,

1989 completed Reality Therapy Certification;

1999 WGI Senior Faculty;

2001 European Certificate for Psychotherapy,

2005 Slovenian Certificate for Psychotherapy

Positions:

1996 Co-founder of the Institute for Reality Therapy in Slovenia

1999 Secretary General of European Association for Reality therapy

2009 Institute for Reality Therapy Executive Director

2011 European Association for Psychotherapy Board Member

2014 European Institute for Reality Therapy Director of Training

2017 WGI Board Member

Achievements:

Developed and provide 5 years Reality Therapy psychotherapy program. Developed approach of teaching based on personal experience. Teaching in EIRT Faculty Program.

Teaching and supervising CT and RT in Croatia, Bosnia and Herzegovina, Finland, Malta and Slovenia.

Bibliography:

Bosiljka Lojk (1997), Rada jem to je moj problem!, Svet kakovosti , 1997

Bosiljka Lojk (2002), What is Most Demanding in Teaching , Managing and Counseling?, JOURNAL of REALITY THERAPY , Volume XXI No. 2, Spring 2002

Bosiljka Lojk (2003), Z realitetno terapijo do boljših odnosov, Svet kakovosti 2003

Leon Lojk & Bosiljka Lojk (2010), Realitetna terapija , Psihoterapija na Slovenskem, IRT

Lojk, Leon and Lojk, Bosiljka (2011.) Psihoterapija – Realitetna terapija, Ipsa, Ljubljana

Leon Lojk & Bosiljka Lojk (2012) Success of Glasser's Ideas in Europe: An Update, INTERNATIONAL JOURNAL of CHOICE THEORY and REALITY THERAPY – Volume XXXI No. 2, Spring 2012

Leon Lojk & Bosiljka Lojk (2012) Understanding and Teaching Choice Theory, Choice Theory, Los Angeles International Conference Teaching the World Choice Theory

Leon Lojk & Bosiljka Lojk (2014) Vzgoja v očeh psihoterapevta, Pogledi i praksa različitih pristupa, Evropski inštitut za realitetno terapijo,

Lojk, Bosiljka, (2014) Partnerski odnos v očeh psihoterapevta, Pogledi i praksa različitih pristupa, Evropski inštitut za realitetno terapijo,

Leon Lojk & Bosiljka Lojk (2015) Težave na delovnem mestu v očeh psihoterapevta, Pogledi i praksa različitih pristupa, Evropski inštitut za realitetno terapijo

Bosiljka Lojk, (2014) Leon Lojk and his life-long journey, 1937 – 2014, EIRT website, 2017 International Journal of Choice Theory and Reality Therapy ,Vol. XXXVIII, Number 1

Bosiljka Lojk (2018.) Formulation in Reality Therapy: Making Sense of Client's Problems, International Journal of Choice Theory and Reality Therapy: An On-Line Journal Vol. XXXVII, No. 2 (Spring 2018)

Leon Lojk & Bosiljka Lojk (2019.) Teorija in praksa realitetne terapije, Evropski inštitut za realitetno terapijo

Leon Lojk, Psychologist, Psychotherapist (1937 – 2014), Slovenia, Founder of the European Institute for Reality Therapy - EIRT

Education: 1971 University of Ljubljana, department of Psychology, Clinical Branch

Courses and Training in Counselling and Psychotherapy:

1971 Course for Reading and Writing Disabilities in Ljubljana
1973 Group Dynamics Training lead by Dr Otto Wilfred in Vienna.
1974 Course for Rorschach Psychodiagnostic in Ljubljana
1980 Single Semester Study of Short Term Group Therapy at University of Minnesota
1980 Completed one-week Training Institute at the Asklepion Therapeutic Community at Minnesota State Prison; experience with Transactional Analysis.
1980 Completed Rational-Emotive Therapy Training for Psychotherapists and Counselors at Rational-Emotive Education Center in Minneapolis
1985 Reality Therapy Certification
1990 WGI Senior Faculty
2001 European Certificate for Psychotherapy
2005 Slovenian Certificate for Psychotherapy

Positions:

1996 Founder of the Institute for Reality Therapy in Slovenia
1999 – 2008 president of European Association for Reality therapy
2006 – 2012 Slovenian Association for psychotherapy Expert Council Chair
2008 – 2014 EAP Board member
2009 – 2014 European Institute for Reality Therapy Director of Training

Achievements:

Developed and got European recognition for 5 years Reality Therapy psychotherapy program.
Taught & supervised CT/RT in Austria, Croatia, Bosnia and Herzegovina, Italy, and Slovenia.

Bibliography:

Leon Lojk, Sybil B.G. Eysenck & Hans J. Eysenck (1979) National differences in personality: Yugoslavia and England, British Journal of Psychology 70, Great Britain
Leon Lojk (1979) Konfliktni pogovor, Ptički brez gnezda, Ljubljana
Lojk, Leon (1979.) EPQ Priročnik, Zavod SRS za produktivnost dela, Ljubljana
Leon Lojk (1981), Organizacije za usposabljanje mladostnic z motnjami vedenja in osebnosti, Ptički brez gnezda, Ljubljana
Leon Lojk (1986), Šola v kateri so vsi učenci drugačni, Zbornik: Drugačnost otrok v šoli
Leon Lojk (1986), My experiences Using Reality Therapy, JOURNAL of REALITY THERAPY, Northeastern University Boston Mass., USA
Leon Lojk (1987) Nekoliko podataka o Williamu Glasseru, realitetnoj terapiji i teoriji kontrole, Penološke teme, Vol.2
Leon Lojk (1987), Nove metode i tehnike u odgojnom radu - I, Socialni rad, Zagreb
Leon Lojk (1988), O kontrolnoj teoriji i realitetnoj terapiji - I, Socialna zaštita, Zagreb
Leon Lojk (1989), O kontrolnoj teoriji i realitetnoj terapiji - II, Socialna zaštita, Zagreb
Leon Lojk (1990), Some Reflections on the Broader Meaning of Reality Therapy and Control Theory, JOURNAL of REALITY THERAPY, Northeastern University Boston Mass.
Leon Lojk (1995), Od patelarnega refleksa do zadnje vojne, Svet kakovosti, Ljubljana

Leon Lojk (1996), Teorija nadziranja zaznav, Svet kakovosti, Ljubljana

Leon Lojk (1996), Sprememba imena 'Kontrolna teorija' v 'Teorijo izbire', Svet kakovosti, Ljubljana

Leon Lojk (1997) Realitetna terapija, PAN IKA, Ljubljana

Leon Lojk (1997) Pomen samo-vrednotenja učitelja za motivacijo pri delu, Zbornik The Right to Knowledge for the Deaf

Leon Lojk (1997/98), EAP, EDP in Realitetna terapija, Svet kakovosti, Ljubljana

Leon Lojk (1997/98), Evropska diploma iz psihoterapije – merila in postopki za priznanje, Svet kakovosti, Ljubljana

Leon Lojk (2001) Pomen počutja enakovrednosti za sodelovanje, Svet kakovosti, Ljubljana

Leon Lojk (2000) Scientific Argument for Reality Therapy, Znanstvena utemeljenost realitetne terapije, Alinea, Zagreb

Leon Lojk (2002) Glasserjeva Dobra in kakovostna šola, epistemologije in Slovenci, Svet kakovosti, Ljubljana

Leon Lojk (2003), Glavna naloga šole 21. stoletja, DIDAKTA, Radovljica

Leon Lojk (2003) Kompetentni psihoterapevt v realitetni terapiji, 3. ŠTUDIJSKI DNEVI, Rogla, SI

Leon Lojk (2004) in the article R. E. Wubbolding & Others: Reality Therapy: A Global Perspective, INTERNATIONAL JOURNAL for the ADVANCEMENT of COUNSELLING, v. 26, n. 3

Leon Lojk (2005) Represivna in permisivna vzgoja – dve plati iste zmote, Ptički brez gnezda, Ljubljana

Leon Lojk (2006) Kaj je človek in kdo je človek, AMPAK, mesečnik za kulturo, politiko in gospodarstvo

Leon Lojk (2006) Potniki iz zadnjega vagona, Svet kakovosti

Leon Lojk (2007) Noetova barka v poplavi šolskih reform, Svet kakovosti

Leon Lojk (2007) Samostojen poklic psihoterapevta, velika ideja EAP, KAIROS, Ljubljana

Leon Lojk (Fall 2009), 4th European International Conference in Edinburgh, part I, INTERNATIONAL JOURNAL of REALITY THERAPY – An On-Line Journal

Leon Lojk & Bosiljka Lojk (2010), Realitetna terapija , Psihoterapija na Slovenskem, IRT

Leon Lojk (2011), 4th European International Conference in Edinburg, part II, INTERNATIONAL JOURNAL of REALITY THERAPY – An On-Line Journal

Lojk, Leon and Lojk, Bosiljka (2011.) Psihoterapija – Realitetna terapija, Ipsa, Ljubljana

Leon Lojk & Bosiljka Lojk (2012) Success of Glasser's Ideas in Europe: An Update, INTERNATIONAL JOURNAL of REALITY THERAPY – An On-Line Journal, Volume XXXI No. 2, Spring 2012

Leon Lojk & Bosiljka Lojk (2012) Understanding and Teaching Choice Theory, Choice Theory, Los Angeles International Conference Teaching the World Choice Theory

Leon Lojk (2012) Ustvarjalnost kot življenje samo, Mednarodna konferenca: Skrivnost ustvarjalnosti ob 20-letnici Waldorfske šole v Sloveniji. Zbornik prispevkov, Ljubljana, 13 in 14 sept. 2012

Lojk, Leon (2012.) Personality in Reality Therapy, Slovenian Journal of Psychotherapy, Volume 6, No 1-2

Leon Lojk (2013.) William Glasser and the Long Journey to Ljubljana, Slovenian Journal of Psychotherapy, Volume 7, No 3-4

Leon Lojk & Bosiljka Lojk (2014.) Vzgoja v očeh psihoterapevta, Pogledi i praksa različitih pristupa, Evropski inštitut za realitetno terapijo,

Leon Lojk (2014.) Following the Development of Glasser's Ideas, EIRT website, International Journal of RealityTherapy, 2017 International Journal of Choice Theory and Reality Therapy Spring 2018, Vol. XXXVIII, Number 1, 96

Leon Lojk & Bosiljka Lojk (2015.) Težave na delovnem mestu v očeh psihoterapevta, Pogledi i praksa različitih pristupa, Evropski inštitut za realitetno terapijo

Leon Lojk & Bosiljka Lojk (2019.) Teorija in praksa realitetne terapije, Evropski inštitut za realitetno terapijo

Forewards in the following Dr. Glasser's books:

Kontrolna teorija (1994), Ljubljana

Dobra šola (1994 in 1998), Radovljica

Učitelj v dobri šoli (1994), Radovljica

Kontrolna Teorija (1997), Zagreb

Teorija nadzora – Učinkovit nadzor nad svojim življenjem (1997), Ljubljana

Teorija izbire – Nova psihologija osebne svobode (1997) Ljubljana

Psihiatrija je lahko nevarna za vaše duševno zdravje (2003) Mca

The Proposed Template for Members and Friends of WGI:

Name of the individual and current affiliation (or most recent affiliation).

Robert J. Martin

List degrees/certifications, including institutions, majors and completion dates.

State of Missouri, Licensed Psychologist, 1980-present

Ph.D. University of Illinois, Urbana, 1972: Educational Psychology

M.S. University of Illinois, Urbana, 1968: Music Education

B.S. University of Illinois, Urbana, 1967: Music Education

Professional Positions Held To-date:

2011-	Truman State University, Professor Emeritus
1988-2011	Truman State University, Professor
1990-2003	Schuylerville County R-1 School District, Consulting Psychologist
1980-2003	Licensed Psychologist, Private Practice working with children, adolescents, adults, and families
1979-1987	Northeast Missouri State University, Associate Professor of Education
1981-1985	Purdue University, Department of Continuing Education, Communication Skills Training for Business and Industry
1981-1982	Purdue University, Visiting Lecturer, Educational Psychology
1981-1982	Indiana University, Adjunct Graduate Faculty
1976	University of Illinois, Urbana, Visiting Lecturer, Department of Educational Psychology (also summer 1974)
1972-1979	Northeast Missouri State University, Assistant Professor of Education
1972	Illinois College, Visiting Assistant Professor of Psychology

Positions Held Within WGI:

I am long-term member of WGI and am Reality Therapy Certified.

Awards and Other Forms of Recognition Received:

I received the following grants, some of which were used to attend Glasser Conferences:

Truman State University International Travel Grant, 1994;
International Travel Grant, 1992;
Jepson Fellowship, 1992;
Sabbatical Grant, 1976;
Faculty Research Grant, 1976;
Faculty Research Grant, 1975.

I have roleplayed with Dr. Glasser onstage at Truman State University and at Glasser Conference.

Selected Books/Chapters of Books Authored or Co-authored Regarding CT/RT:

Martin, R. J. (2020). *Connect and involve: How to connect with students and involve them in learning*. Rowman & Little, Lanham, MD. In press. Includes many ideas of Dr. Glasser. Dedicated to William Glasser; Carleen Glaser has written an Introduction for the book.

Martin, R. J. (1983). *A skills and strategies handbook for working with people*. Englewood Cliffs, NJ: Prentice Hall. Includes a chapter on Glasser's approach to getting clients to accept responsibility

Martin, R. J. (1980). *Teaching through encouragement: Techniques to help students learn*. Englewood Cliffs, NJ: Prentice Hall. William Glasser's ideas are included and he is given credit for them.

Selected Paper Presentations Presented or Co-presented Regarding CT/RT:

Martin, R. J. (1994, July). *Repertory grids*. Presentation at the International Convention for Reality Therapy, Control Theory, and Quality Management, Dublin, Ireland.

Martin, R. J. (1993, July). *Fitting instead of matching pictures: A metaphor for changing perception*. Presentation at the International Reality Therapy Convention, New Orleans, LA.

Martin, R. J. (1992, July). *Counseling at-risk students using games and other play materials*. Presentation at the International Reality Therapy Convention, Vancouver, British Columbia.

Martin, R. J. (1991, June). *The reality therapy version of control theory*. Presentation at the American Society of Cybernetics Conference, Amherst, MA.

Glimpses Concerning Your Future Endeavors Regarding CT/RT: Throughout the time I worked as a counselor, I used the Glasser approach to help students identify needs, make plans, and follow through on them. If you're interested in asking questions or doing a blog with me on connecting with students and involving them in learning, contact me at rmartin@truman.edu.

I will be introducing my book, *Connect and Involve: How to Connect with Students and Involve Them in Learning*, to teachers interested in the Glasser approach to working with students. The book is an introduction to involvement strategies such as team learning, conversation and class meetings, especially learning about students' pictures of belonging, power, fun, and freedom. I plan blogging to help teachers to connect with their students and involve them in learning.

Name and Current Affiliation

MASON, Cynthia Palmer, EdD (Glasser Scholar)
Professor, Department of Counseling and Student Affairs
Western Kentucky University, Bowling Green, KY

Degrees/Certifications

EdD University of Kentucky - Educational Administration and Instruction
EdS Western Kentucky University - Counselor Education
MA Western Kentucky University - Counselor Education
BS Kentucky State University - Business Education

CERTIFICATIONS and ENDORSEMENTS:

Certified Professional School Counselor

Certified Secondary School Teacher

Certified NCATE Board Examiner (BOE)

Reality Therapy Certified (CTRTC) (August 2009)

Reality Therapy Supervision Endorsement (November 9, 2009)

Reality Therapy Faculty Endorsement (February 20, 2011)

PROFESSIONAL EXPERIENCE:

2010-2020 Western Kentucky University – Professor, Department of Counseling and Student Affairs
2002-2010 Western Kentucky University – Associate Professor, Department of Counseling and Student Affairs
1997-2002 Western Kentucky University – Assistant Professor, Department of Educational Leadership
1996-1997 Auburn University – Assistant Professor, Department of Counselor, Leadership, and Special Education
1993-1996 University of Kentucky – Graduate Research Assistant
1988-1993 Hopkins County Board of Education – Chairperson, Counseling Department (Madisonville North Hopkins High School)
1973-1988 Hopkins County Board of Education – Secondary School Counselor
1966-1973 Hopkins County Board of Education – Secondary Classroom Teacher

Awards and Other Forms of Recognition

Two 3-year Appointments from the Governor to the Program Review Committee of the Education Professional Standards Board (EPSB) 2006-2011
Recognized as Distinguished Member of Western Kentucky University's Faculty in 2009
Hats Off to Women Honoree by WKU's Office of Diversity Programs in 2013
Recipient of the Ambassador for Education Award by the National Association for the Advancement of Colored People (NAACP) in 2015

Selected Journal Articles Regarding CT/RT

Burdenski, Jr., T. K., Faulkner, F., Britzman, M. J., Casstevens, W. J., Cisse, G. S., Crowell, J., Duba, J. D., Mason, C. P., Minatrea, N. B., Shaffer, T. F., Dyson, D., Gilchrist, S. B., Graham, M. A. (2009). The impact of the Glasser Scholars Project on participants' teaching and research initiatives: Part 2. *International Journal of Reality Therapy*, 29, (1), 44-53.

Mason, C. P., & Duba, J. D. (2009). Introducing choice theory principles and the choice theory career rating scale for children and adolescents in ASCA national model school counseling programs. *Kentucky Counseling Association Journal*, 28(1), 51-56.

Mason, C. P., & Duba, J. D. (2009). Using reality therapy in schools: Its potential impact on the effectiveness of the ASCA national model. *International Journal of Reality Therapy*, 29(1), 5-12.

Mason, C. P., & Duba, J. D. (2011). Using choice theory principles and the choice theory career rating scale to enhance academic achievement for minority youth. *International Journal of Choice Theory and Reality Therapy*, 30(2), 61-72.

Mason, C. P. (2016). Using reality therapy trained group counselors in comprehensive school counseling programs to decrease the academic achievement gap. *International Journal of Choice Theory and Reality Therapy*, 35 (2), 14-24.

Mason, C. P. (2017). Implementing reality therapy and lead management principles in an effort to decrease the achievement gap for African American Learners in P-12 schools. *Journal of the Institute for the Study of the African American Child (ISAAC)*, 6 (1), 1-14.

Mason, C. P., & Dye, L. (2017). Attending to basic needs: Implementing reality therapy in school counseling programs to enhance academic achievement and career decision-making skills. *International Journal of Choice Theory and Reality Therapy*, 36 (2).

Mason, C. P., Hughey, A. W., & Burke, M. G. (2018). Using lead management principles to decrease the academic achievement gap in P-12 schools. *International Journal of Choice Theory and Reality Therapy*, 38 (1).

Mason, C. P., Hughey, A. W., & Burke, M. G. (2019). Closing the achievement gap in P-12 schools by implementing advanced leadership training and comprehensive school counseling programs. *Journal of Education and Social Policy*, 6 (3).

Mason, C. P., Hughey, A. W., & Burke, M. G. (2019). Decreasing the academic achievement gap in P-12 schools by implementing choice theory and focusing on relationships. *International Journal of Choice Theory and Reality Therapy*, 39 (1).

Glimpses Concerning Future Endeavors Regarding CT/RT:

Going forward, I plan to continue teaching and practicing choice theory. Presently, the academic achievement gap in P-12 schools is a major concern of mine. One reason for this concern is that it involves substantial social and economic costs (Henig, Hula, Orr, & Pedescaleaux, 1999). With every passing year, the damage continues to mount. Lower rates of high school graduation lead to less employment, higher rates of incarceration, substance abuse, ill health, and intergenerational poverty (Washington State Legislature, 2008).

It seems reasonable to suggest that perhaps the problems with academic achievement for African American and other minority students have more to do with a lack of intrinsic motivation than with external factors (Meyers, 2015). I believe in the principles in *Every Student Can Succeed* (Glasser, 2008) and I also believe that requiring and providing choice theory training with a focus on relationships for all school personnel will have a very positive impact. In addition to my work in this area, I would like to be more involved with enhancing the research base for CT/RT and supervising candidates for CT/RT certification.

Niño Jose Mateo, PhD

- Associate Professor, Counseling and Education Department, De La Salle University, Manila Philippines
- Vice- President, William Glasser Institute-Philippines, 2017-2020

Education/Certification:

- PhD in Counseling Psychology, De La Salle University, Philippines, 2011
- MA Psychology, University of the Philippines, Diliman, Philippines, 2003
- BA Psychology, University of the Philippines, Diliman, Philippines, 1996
- Certified CTRT Practitioner, 2014
- CTRT Instructor, 2018

Positions Held:

- Vice-dean, College of Education, De La Salle University, 2017
- Vice-President, Philippine Guidance and Counseling Association, 2017
- Head, Psychological Association of the Philippines- Counseling Psychology Division, 2014-2017
- Editor-in-Chief, Guidance Journal, 2016

Rewards/ Licensure:

- Registered Guidance Counselor, (Board Topnotcher), Philippine Regulatory Commission, 2012
- Registered Psychologist, Philippine Regulatory Commission, 2014
- President, William Glasser Institute- Philippines, 2014-2017
- Founding Member, William Glasser Institute-Philippines

Journal Articles Authored/ Co-authored regarding CTRT

- Mateo, N.J. & Datu, J.A.D. (2012). Conceptualizing happiness using choice theory. *International Journal of Research Studies in Psychology*, 1(3), 31-36, DOI: 10.5861/ijrsp.2012.263.
- Mateo, N.J., Ngomedua, G., Barnachea, E.A.R. & Paat, J.N. (2014). Enhancing Self-Efficacy of College Students Through Choice Theory. *International Journal of Choice Theory and Reality Therapy*, 33, 2, 78-85.

Workshops conducted regarding CTRT

- Choice Theory/ Reality Therapy Basic Intensive Training
- Reality Therapy for Self-Discovery
- Conceptualizing Cases Using Choice Theory/ Reality Therapy
- Using Choice Theory for Different Types of Client
- Choice, Happiness and Relationships: Strategies using Choice Theory,
- The Art of Questioning using Reality Therapy
- Take Charge of your Life: The Science of Happiness
- Assessment and Intervention using Reality Therapy
- Making effective choices amidst the pandemic

Dr. Mateo considers CTRT as an evidence-based, solution-focused cognitive-behavioral approach and has integrated CTRT with other evidence-based approaches in his teaching and practice of counseling and psychotherapy. As a researcher, he strives to provide empirical support for its effectiveness. His emphasis on the scientific basis of CTRT is observed in his conduct of Basic and Advanced Intensive Trainings and in seminars/workshops/ webinars in CTRT.

For psychological services, please contact **Dr. Niño Jose Mateo**, thru Email: mywellnessentials@gmail.com who may offer you the following services:

- Seminar/ Workshops/ Webinars
- Counseling and Psychotherapy
- Psychological Consultation
- Life Coaching

- **Sheryl Matwijkwiw**, Glasser Australia, WGI
- Completed Choice Theory training to Advanced Practicum level

*Professional Positions held to date:

Book keeper for 46 years – mostly small, family based businesses
Currently employed (for past 6 years) at Living & Learning Pakenham Inc (community centre in Victoria, Australia)
Currently Treasurer for Glasser Australia
Secretary for William Glasser Institute - Australia
Regional Co ordinator for WGIA

*Awards and Other Forms of Recognition Received: NIL

- Selected Books/Chapters of Books Authored or Co-authored Regarding CT/RT: NIL
- Selected Journal Articles Authored or Co-authored Regarding CT/RT: Nil
- Selected Workshops Presented or Co-presented Regarding CT/RT: Take Charge of your life -co presented. Have worked on Committees for Australian conferences and assisted in organising workshops
- Selected Paper Presentations Presented or Co-presented Regarding CT/RT: Nil
- Glimpses Concerning Your Future Endeavors Regarding CT/RT: To become certified
- Special Note to Each Potential “Brief Bio” Contributor:

Sheryl has been involved with Choice Theory since 1995 when the Principal of the Primary school her middle son attended suggested that she attend a Basic Week Training. He said “it will not help you to fix everything, but it will help you”. She took his advice and her world changed.

Soon after Sheryl became involved with WGI-A (William Glasser Institute – Australia, now known as Glasser Australia). Sheryl assisted with the William Glasser speaking tour in Australia in 1996 and became regional representative for Victoria. Sheryl was later appointed to the role of secretary on the Board of William Glasser Institute – Australia, a position she held for a number of years.

Sheryl was then appointed Treasurer, a role she has kept ever since.

Sheryl would like to thank the following CT/RT/LM trainers and mentors who have assisted her in her Choice theory journey

Paul Lomas

Frances Brown

Mary Ellen Davis

Maggie Bolton

Joan Hoogstaad

Sylvia Habel

Kim Daub Olver

The highlight of my CT journey was attending the International Conference in Loyola Marymount, LA. Being able to be present in the same room as William Glasser and to meet Jim Roy, the author of

Champion of Choice..., to travel to San Francisco, Las Vegas and Disneyland, places I had only ever dreamed of seeing in real life.

Sheryl has three sons and three granddaughters. Sheryl was born and raised in the South East suburbs of Melbourne, Victoria and has lived in Narre Warren, Victoria with her husband, John, for the past 30 years. She lived in Wellington, NZ for 10 years from 1974 to 1984. She considers NZ to be her second home and treasures the friendships she made during her time there.

Sheryl is very community minded. When her children were of school age she volunteered at their schools in various roles (book club co-ordinator, reading assistant in the classroom, canteen duty) She was involved with their junior and senior football clubs. Her love of reading still continues – she is the book club co-ordinator for Living & Learning Pakenham Inc. She has been involved with the reading class at her granddaughters' school. She is currently involved in a mask making project during COVID19.



Maureen Craig McIntosh, Senior Faculty, WGI and Glasser Canada

Maureen Craig McIntosh, Retired Registered Nurse, first nurse hired for Sexual Health Center in New Brunswick, Canada A Licensed Counselling Therapist, Certified Coach, Trainer and Speaker

Maureen Craig McIntosh, Member of Glasser Canada
Bachelor of Science in Nursing 1984, University of Moncton
M.Ed. Counselling, LCT 1996, University of New Brunswick
Basic Practicum supervisor, 1988
Senior Faculty William Glasser International since 1996
Certified Professional Coach, ICF Accredited, 2006, College of Executive Coaching
Emotional Fitness Coaching, 2010
Certified John Maxwell, Coach, Trainer and Speaker, 2012, Founding Member
Certified to teach Think and Grow Rich program.

Awarded woman of the Year by the Business and Professional Women's Clubs of New Brunswick, Canada, 2003
Woman of Distinction Award for Education, YWCA 2010
Trail Blazer Award, Business Riverview 2012

Member of the Business and Professional Women International since 1985. (35 year) Former Provincial President of the Business and Professional Women's Club in New Brunswick
Served on the Canadian Board for Business and Professional women.

Former Chair of the International Mentorship Committee of Business and Professional Women International. Presented on Mentoring in Finland BPW International Conference in 2011.

Member of Toastmasters International since 1992. Completed Distinguished Toastmaster, 2016
Winner of Division E, District 45, Humorous Speech Contest.

Former President of Riverview Canusa Toastmasters. Served other officer roles including, Area Director for Area 3, Division E, District 45

Member of the Board of Directors for William Glasser Institute, early 2000's
Chair of the Board for William Glasser Institute

Member of the Board of Directors for Glasser Canada since 1992, on and off. Currently serving second term as Chair of the Professional Development Committee of Glasser Canada.

Former President of Glasser Canada

Article in The Journal of Reality Therapy, 1991, Sex and Total Behavior
Workshops given at WGI conferences on the same subject.

Ted X You Tube Video: Sex and Total Behavior

Article in Journal of Reality Therapy, 1996, Counselling the Teenager Who Wants to Be Pregnant

Co-authored a Chapter in the Text book: Counselling Couples Using Reality Therapy, Pat Robey, Robert Wubbolding.

Books by Maureen: Musing by Mo, published 2016, Choosing a Quality Loving Sexual Relationship, 2nd edition 2014

Presented part of Take Charge of Your Life to the Canadian Counselling and Psychological Association, May 2019. Previous to that did a workshop on Everyone Communicates, Few Connect

October 27, 2019. Speaking Engagement on Love, Sex and Intimacy.

Recently spoke at Funny Talk about " Four Ovens Later", a story of Christmas Past.

Continue to do WGI training programs. Plan to continue to teach the ideas in whatever form is necessary. These ideas are needed more than ever in today's world.

The Proposed Template for Members and Friends of WGI:

- Name of the individual and current affiliation (or most recent affiliation).**

Janette Moré
Sunbelt Representative to GIFCT-US Legal Board
Treasurer of GIFCT-US Legal Board
Product Director of GIFCT-US

- Also list degrees/certifications, including institutions, majors and completion dates.**

Bachelor of Science in Chemical Engineering, Rice University, May 1978
Master of Arts in Professional Counseling, Texas State University, December 2009
Certified in CT/RT, June 2012

- Professional Positions Held To-date:**

Texaco Chemical Co. – Process Development Engineer – 1978-1985
3M Co.

- Sr. Manufacturing/Quality Engineer – 1985-1994
- Quality Specialist/Manager – 1994-1999
- Sr. Technical Manager – 1999-2011
- Retired – May 2011

Professional Counseling

- Licensed Professional Counselor – Intern – 2012-2015
- Licensed Professional Counselor – 2015 to date

- Positions Held Within WGI:**

- President-Elect, Sunbelt Region – 2012-2014
- President, Sunbelt Region – 2014-2016
- Sunbelt Representative to GIFCT-US Board – 2015 to date
- Treasurer of GIFCT-US Board – 2015 to date
- Product Director of GIFCT-US – 2018 to date

- Awards and Other Forms of Recognition Received:**

- None related to counseling or CT/RT

- Selected Books/Chapters of Books Authored or Co-authored Regarding CT/RT:**

- Assembled and edited *Little Book of Choice Theory* download for new website – 2018
- Assembled and edited *Living Life with Choice Theory* course for GIFCT – to be released in March 2020

- Selected Journal Articles Authored or Co-authored Regarding CT/RT:**

- None

- Selected Workshops Presented or Co-presented Regarding CT/RT:**

- Member of Lead Management Plenary Session at WGI Conference in Los Angeles – 2012
- Co-presented workshop on CT/RT at Texas State University Counseling Conference – 2013
- Taught section on CT/RT in Theories classes at Texas State, St. Edwards and North Carolina State Universities – 2014-2016

- **Selected Paper Presentations Presented or Co-presented Regarding CT/RT:**

- None

- **Glimpses Concerning Your Future Endeavors Regarding CT/RT:**

- Leading branding effort within GIFCT to create a professional look for the organization.
- Leading product development effort within GIFCT to provide a variety of products to bring in more people to become interested in certification, which will also bring in more income for the organization.
- Member of the GIFCT-US executive team whose objective is to create a sustainable organization.

Janet M Fain Morgan

Education

- Ed.D. (Education Leadership) Spalding University, Louisville, KY, 2007
- *Dissertation: Developing a Typology of Female Perpetrators of Domestic Violence*

U.S. Army Reserves

- 3297th Medical Detachment, Atlanta, GA.
- 802nd Ordnance Company, Gainesville, GA

Licenses and Certifications

- Licensed Professional Clinical Counselor, Kentucky (LPCC) #165580 Dec. 31, 2020
- Licensed Professional Counselor (LPC), Georgia #LPC004400 September 30, 2020
- National Certified Counselor (NCC)
- Reality Therapy Certification (CTRTC)

Publications

- Morgan, J.M. Fain (2017). Hooah! Thoughts and musings on Operation Immersion. American Counseling Association Magazine, *Counseling Today*, January 2017, Pgs. 56-59.
- Wubbolding, R. E. & Robey, P. A. (2012). Counseling the Military Couple. Chapter 6. P.A. Robey, R. E. Wubbolding & J. Carlson, (Eds.) *Contemporary issues in couples counseling: A choice theory and reality therapy approach*. New York: Routledge.
- Morgan, J. (2013) How to get published in a journal. William Glasser International Website (WGlasserInternational.org)
- Newsletter: Morgan, J. (2008). Quality Research Connections. *The William Glasser Institute Newsletter*, Winter (9).
- Morgan, J. (2019) Online Counseling, an introduction, William Glasser Conference, Bellevue, WA.
- Morgan, J. (2019) Research 2020, Where Do We Go from Here? William Glasser Conference, Bellevue, WA.
- Morgan, J. (2017) Counseling Military, an Introduction in the Process, William Glasser Conference, Raleigh, NC
- Morgan, J. (2016) William Glasser International Conference, Seoul, Korea, Research
- Morgan, J. (2016) William Glasser International Conference, Seoul, Korea, Counseling Military with CT/RT
- Allen, T., Morgan, J. (2015) Evidence-Based Research and where we go from here. (WGI-US, Las Vegas)
- Morgan, J. (2015) Technology and Counseling Today, (Faculty Retreat, WGI-US, Las Vegas)
- Morgan, J. (2015) How to do Research, WGI Conference (Canada)
- Morgan, J. (2014) Research Connections on the WGI Website. William Glasser Institute Ireland Conference, WGI International Board Meeting, Dublin, Ireland.
- Delonga, M., Morgan, J. (2013) Using the Caring/Deadly habits Worksheet with two different populations. European Association for Reality Therapy, 5th European Reality and Choice Theory Conference, Bled, Slovenia.
- Morgan, J. (2013) Eating the Research Elephant, one bite at a time. Faculty Retreat, William Glasser Institute, Dallas, TX
- Parish, T., Morgan, J., (2012) Research in the Publication World. The William Glasser Association International Conference (WGAI), Los Angeles, CA.
- Roth, B. Robey, P., Wubbolding, R., Buck, N., McIntosh, M., Fain-Morgan, J., & Olver, K. (2012) *Contemporary Issues in couples counseling: A choice theory and reality therapy approach*. William Glasser Association International Conference, Los Angeles, CA.
- Morgan, J. (2011) Current Military Culture and CT/RT. Midwest Region Conference in Schaumburg, Illinois.

- Morgan, J., (2011) Tips on Professional Publishing and Presenting. Midwest Region Conference in Schaumburg, Illinois.
- Morgan, J. (2009) Research Connections Symposium. 4th European & International Reality Therapy Conference, Edinburgh, Scotland.
- Morgan, J. (2008) Research bites. The William Glasser Institute 2008 Conference, Colorado Springs, CO.
- Morgan, R., Morgan, J., (2008) Intimate Partner Violence and Healthcare. Columbus Regional Medical Center, Alabama Board of Nursing, Columbus, GA.
- Morgan, J. (2007) Research Panel, the Northwest Region of the William Glasser Institute, Seattle, WA.
- Wubbolding, R., Parish, T., Morgan, J. (2005) A Call for Research, Third European Reality Therapy Convention, UCD Dublin, Ireland.

2010 - Present (October 2010 - to present)

William Glasser International Board of Directors (Executive Board, Treasurer, 2017, Current)

2008 - Present (June 2008 - to present) International Research Chair for William Glasser International

- Coordinate International Research throughout the William Glasser Institute.
- Lecture and organize topics on Research at the William Glasser International Conference.
- Support and/or connect researchers with research or mentors for support throughout the research process.
- Facilitate applications to the International Journal of Choice Theory and The International Journal of Reality Therapy.
- Develop data base of Research
- Create Research library on William Glasser International Website. (WGlasserInternational.org)
- Liaison between Loyola Marymount University (Los Angeles, CA) and the William Glasser Institute. (2008 - 2010)

Professional Associations

- William Glasser International
- American Counseling Association
- National Board for Certified Counselors
- Association for Counselors and Educators in Government
- Association for Death Education and Counseling
- EMDR International Association
- Licensed Professional Counselors of Georgia
- Licensed Professional Counselors of Kentucky

Name of the individual and current affiliation (or most recent affiliation):
Kim Olver, senior faculty, past Executive Director of GIFT (2011-2020), current Executive Director of William Glasser International since 2013

Degrees/certifications, including institutions, majors and completion dates:

- Bachelor's Degree in psychology from Indiana University of Pennsylvania in 1982
- Master's degree in community counseling from University of Scranton in 1996
- CTRC from the William Glasser Institute in 1992
- Board Certified Coach in 2012

Professional Positions Held To-date:

- Step-by-Step – program counselor at a residential program for recently-deinstitutionalized schizophrenics from 1982 to 1987
- Family Care for Children & Youth – specialized foster care program where I worked from 1987 to 2004 serving as case manager, supervisor, assistant executive director and director of training
- Owner and founder of Coaching for Excellence and its subsidiaries of The Relationship Center, InsideOut Press, and the Academy of Choice from 2004 to present

Positions Held within WGI:

- Basic Practicum Supervisor from the William Glasser Institute in 1993
- Advanced Practicum Supervisor from the William Glasser Institute in 1994
- Basic Instructor from the William Glasser Institute in 1999
- Advanced Instructor from the William Glasser Institute in 2007
- Executive Director of GIFT from 2010-2020
- Executive Director of William Glasser International 2013 to present

Selected Books/Chapters of Books Authored or Co-authored Regarding CT/RT:

- *Leveraging Diversity at Work* (2006)
- *Secrets of Happy Couples* (2010)
- "Interracial Couples" in *Contemporary Issues in Couples Counseling* (2017)
- *A Choice Theory Psychology Guide to Relationships* (2019)
- Empowerment Parenting Curriculum (2012)

Selected Workshops Presented or Co-presented Regarding CT/RT: Over the years, I have done too many workshops on Choice Theory to remember. Some highlights include: Diversity, Relationships, Self-Care, Parenting, Choice Theory & Trauma, Counseling with and Living by Choice Theory Principles, ABC's of Anxiety, Anger Management, Choice Theory Leadership, Doing What You Love and Loving What You Do, Being the Best Me, Crisis Management, Stress Management, Choice

Theory & Mindset, Conditions of Quality, Manage Your Class with Basic Needs, Raising and Teaching Kids with Healthy Self-Esteem, Choice Coaching, CT in Recovery, Grief & Loss with Choice Theory, Teambuilding, and Working with Difficult People.

Glimpses Concerning Your Future Endeavors Regarding CT/RT: I plan to stay connected to WGI for life... I figure I have another 30 years or so to continue to do what I love, which is sharing Choice Theory with as many people as want to learn it. I absolutely love my work and can't imagine retiring. I will continue to serve as the Executive Director for as long as the Board believes I have value to add. I plan to continue teaching basic training, and any other training leading to certification or faculty status, and doing other workshops and presentations to groups who are interested in the application of Choice Theory in their lives.

These are the words of **Dr. Larry Palmatier**, which were written by him shortly before he died about twenty years ago.

Back in the 50's I started at Maryknoll (University), but I soon became favorably impressed by the legendary Esprit de Corps of the U.S. Marines and completed a 3-year tour as a lieutenant with the First Marine Brigade in Kaneohe Bay, Hawaii. As I mustered out of the Corps at Treasure Island in the San Francisco Bay area, I faced a tough decision—to remain in San Francisco or to return to my Illinois corn field roots. With the exception of an 8-year faculty stint with the University of Utah in Salt Lake City, I have lived and worked in the Bay Area and Sonoma County since 1963. I completed a Ph.D. degree at UC Berkeley in 1969 and certification in Dr. Glasser's initial reality therapy extended-training program in 1975. In effect, I traded the Maryknoll and Marine Corps spirit for Glasser's extended professional family and have been a faculty member from the beginning. Since 1977, I have been a professor in the Counseling Psychology Department at the University of San Francisco which enthusiastically conferred an honorary doctoral degree on Glasser in 1990.

During the first 13 years of educational career, I (a) taught Spanish and English in a junior high school in Santa Rosa, California, (b) directed a Sonoma County Office of Education program that encouraged teachers to carry out innovative projects in their classroom, (c) worked in teacher education at UC Berkeley, and (d) was an associate professor in teacher education at the University of Utah. In addition to teaching intensive RT/CT weeks, I have consulted with mental health workers and family counselors, and with educators who were striving to transform their schools into quality learning places. Not long ago I completed a book on crisis counseling for quality schools from a family perspective and have served on the *Reality Therapy Journal* board.

I am remarried and have four children—Laurel, Brent, Tristan, and Laurent—and two granddaughters—Brittney and Amanda. Almost everyone in the family is a multiple sports fan. My wife, Indira, prefers horseback riding and training our third German Shepherd pup (in 17 years) to spectator sports. We shared interests in animals, counseling, baking, cooking, trips to San Francisco, and periodically, checking out the local wine country. Everybody in my family also enjoyed travel, especially to Italy, France, Ireland, Mexico, and Hawaii.

Reflections of a Colleague

For a 20 year period Larry and I were friends and colleagues in the Counseling Psychology Department at the University of San Francisco where our offices were adjacent to each other. Larry was the most popular instructor in the department because whatever the title was for the courses he taught, he always managed to work in Reality Therapy. Larry's students only learned one approach, based on Choice Theory, and when they were ready to see clients in the traineeship courses they were able to conduct an effective counseling session. The secret to Larry's effectiveness as a teacher was that he would role play as "therapist" with students presenting as "clients." This Glasser approach to teaching made for powerful learning for students. Larry's 1998 book: *Crisis Counseling for a Quality School Community: A Family Perspective* is one of the seminal texts on School-Based Family Counseling (SBFC) and has played an important role in advancing the global SBFC movement.

Brian Gerrard

More Reflections from a CT/RT Colleague

Larry truly loved all aspects of Choice Theory and Reality Therapy and was willing to share his views with others via conversations, presentations, and/or publications. He certainly admired Dr. William Glasser very much and was able to get along with others no matter what their stripes. He and I, for instance, were like brothers from different mothers, and as such we were able to enjoy each other's company, despite the inclinations of others that were with us. Perhaps my fondest memory of Larry, was when he and his family went to Ireland in 1994. While there, we hooked up with one another while at the WGI International Conference in Dublin, and afterwards we traveled around all over Ireland to enjoy the sights. Throughout our time together we had a "Blast," but then again, it always seemed that way whenever and wherever we would spend some time together! Speaking for myself, and for many others, too, I am certain that we will always remember Larry very fondly, for now, as well as for the rest of our lives. You see, Larry was a true friend to everyone, i.e., he really knew how to help others to like themselves, a skill that is still sorely needed today!

Thomas S. Parish, Ph.D., CTRTC



Joycelyn Gay Parish, Ph.D.

2930 SW Wanamaker Dr.

Topeka, KS 66614

785-861-7261

ParishMentalHealth.com

SUMMARY OF QUALIFICATIONS

- Licensed Clinical Psychotherapist.
- Choice Theory/ Reality Therapy Certified
- Board Certified PTSD Clinician
- Member of the Editorial Board, International Journal of Choice Theory/Reality Therapy
- More than fifteen years of experience teaching courses in psychology, behavioral studies, statistics, and research methods.
- Skilled in the design and implementation of research and evaluation strategies.
- Experienced in assessment and survey construction.
- Recognized by peers for effective project and program management / leadership.
- Work well with individuals from a world-wide range of diverse cultural backgrounds.
- Excellent oral and written communication skills.

EXPERIENCE:

Counseling / Consultation, Coaching –

Clinical Psychotherapist, Private Practice, Parish Mental Health & Life Coaching of Topeka, Topeka, Kansas, 2014 – present.

Missionary/Consultant/Coach, LDS Family Services, Independence, Missouri, 2012-2014.

Counselor, Associates in Healthcare, Wichita, Kansas, 1999 – 2001

Career Counselor, Orkand Corporation, Fort Riley, Kansas, 1994-1998

Research and Evaluation / Data Analysis

Senior Research Analyst, Kansas State Department of Education, 2007 to 2011

Research Analyst, Wichita Public Schools, Wichita, Kansas, 1998– 2001

External Evaluator, Wisconsin State Incentive Grant/ Drug-Free Communities Grant, Crawford County, Wisconsin, 2001-2006

University Teaching / Research –

Upper Iowa University, Fayette, Iowa, 2001 to 2007

Kansas Wesleyan University, Salina, Kansas, 1995 – 1998

Upper Iowa University, Fort Riley, Kansas, 1993 – 1995

Barton County Community College, Fort Riley, Kansas, 1992

Kansas State University, Manhattan, Kansas, 1986-1992

EDUCATION:

Ph.D. Kansas State University, 1991
Major: Counseling and Educational Psychology

M.A. Kansas State University, 1982
Major: Family and Child Development

B.S. Honors Graduate, Phi Kappa Phi, University of Illinois, 1974
Major: Psychology Minor: Mathematics

*Choice Theory/Reality Therapy Certified, William Glasser Institute
Licensed Clinical Psychotherapist, State of Kansas
Board Certified PTSD Clinician, American Psychotherapy Association*

ASSOCIATIONS / AWARDS

Phi Kappa Phi (Interdisciplinary Honor Society)

Psi Chi (Honor Society in Psychology)

Phi Delta Kappa (Education Honorary)

Phi Lambda Pi (Honor Society for Women)

Kappa Omicron Nu (Honor Society in Human Ecology)

Member, American Psychological Association

Diplomate, American Psychotherapy Association

Selected Publications and Presentations

Kim, R., Larson, K., Morgan, Parish J., Parish T., Robey, P., and Wubbolding, B. (2014). *Publish and Prosper*. Presentation at the William Glasser Conference, Toronto, Canada, July, 2014.

Parish, J. (2009) Empowering Culture – A Sure Foundation Upon Which Educators Can Build. Paper presented at the KSDE Annual Meeting. Wichita, Kansas, April 30, 2009.

Parish, J. (2016) *Mental Wellness and the Family*. Presentation at the Celebrate the Family Conference, Independence, Missouri, February 6, 2016.

Parish, J. (2015) *So Now What? Relationship Stages/Phases*. Presentation at the Celebrate Marriage Event, Independence, Missouri, February 7, 2015.

Parish, J. (1991). Student perceptions of teacher caring and student at-risk behaviors, achievement, attendance, and behavior toward teachers. *Doctoral Dissertation*.

Parish, J., and Parish, T. (1999). An examination of teacher caring, underachievement, and at-risk behaviors. *International Journal of Reality Therapy*, 19, 27-31.

Thomas S. Parish, Emeritus Professor, College of Education, Kansas State University

Degrees/Certifications:

Institute for Reality Therapy, Los Angeles, CA, certified in Choice Theory & Reality Therapy, with specialties in Individual Counseling, Marriage Counseling, and Educational Counseling, 1981.

Univ. of Illinois, Champaign, IL, Ph.D. in Human Development/Developmental Psych., 1972.

Illinois State University, Normal, IL, M.A. in Clinical Psychology, 1969.
Northern Illinois University, DeKalb, IL, B.A. in Psychology, 1968.

Professional Positions Held To-date:

Parish Mental Health, Topeka, KS, Co-owner and Life Coach, 2014-present.

Latter-day Saint Family Services, Independence, MO., Family Services Consultant, 2012-14.

Washburn Univ., Topeka, KS, Instructor of Psychology, 2009-10.

Upper Iowa Univ., Fayette, IA, Associate Professor of Psychology, 2001-07.

Kansas State Univ., Manhattan, KS, Professor of Developmental Psychology, 1980-2005.

Kansas State Univ., Manhattan, KS, Assistant to the Dean, College of Education, 1993-97.

Kansas State Univ., Manhattan, KS, Associate Prof. of Developmental Psychology, 1976-80. Oklahoma State Univ., Stillwater, OK, Assist. Prof. of Applied Behavioral Studies, 1972-76.

Positions Held Within WGI:

Editor, *International Journal of Choice Theory and Reality Therapy*, 2010-present.

Editorial Board Member, *International Journal of Reality Therapy*, 1997-03, 2006-07.

Regional Director, Mid-America Region of the William Glasser Institute, 2005-08.

Positions Held Outside WGI:

President (1998-99), President-Elect (1997-98), and Vice-President (1996-97) of the Mid-Western Educational Research Association.

Awards or Other Forms of Recognition Received:

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

"Outstanding Faculty Member of the Year Award," Kansas State Univ., Manhattan, KS, 1989.

Recognized as a "Fellow of the Society," American Psychological Society, 1989.

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

Selected Books and/or Book Chapters Authored or Co-authored Regarding CT/RT:

Parish, T. S., & Wubbolding, R. (2015). "William Glasser, 1925-2013." In R. Cautin & Scott Lilienfeld (Eds.) *The encyclopedia of clinical psychology*, Hoboken, NJ: Wiley-Blackwell, Publishers, ISBN-13:978-0470671278.

Parish, T. S., Necessary, J. R., & Spencer, T. S. (1995). *Teachers' stress and success*. Manhattan, KS: KD Enterprises, Inc., ISBN 1-888-487-02-X.

Parish, T. S. (1987). "Family and environment." In V. Van Hasselt & M. Hersen (Eds.) *Handbook of adolescent psychology*. Elmsford, NY: Pergamon Press, pp. 168-183. ISBN 0-08-0319238.

Selected Journal Articles Authored or Co-authored Regarding CT/RT . . .

From the **16** articles that I/we published in the *Journal of Reality Therapy* (1981-97):

Parish, T. S. & Parish, J. "Validating a method to identify 'at-risk' students," 1993, Vol. 12 (2), pp. 65-69.

Parish, T. S. "Ways of assessing and enhancing student motivation. =," 1992, Vol. 11 (2), pp. 27-36.*

Parish, T. S. "The influence of attitudes and beliefs in the classroom and beyond," 1991, Vol. 11 (1), pp. 14-20.

Parish, T. S. "Why Reality Therapy Works," 1988, Vol. 7 (2), 31-32.

From the **16** articles that I/we published in the *International Journal of Reality Therapy* (1997-2009):

Parish, T. S., & Van Dusen, L. "The personal choice model regarding mental health," 2007, Vol. 26 (2), PP. 41-43.

Parish, T. S. "The Use of 'Educational Moments' in teaching college students," 2005, Vol. 25 (1), pp. 22-23.

Parish, T. S. "A road map to better relationships in the classroom," 1998, Vol. 18 (1), pp. 34-35.

Parish, J., & Parish, T. S. "An examination of teacher caring, underachievement, and 'at-risk' behaviors," 1999, vol. 19, pp. 27-30.

From the **20** articles that I/we published in the *International Journal of Choice Theory and Reality Therapy* (2010-present):

Parish, T. S. "The history of the *International Journal of Choice Theory and Reality Therapy*, plus much more!" 2017, Vol. 36 (2), pp. 50-54.

Parish, T. S. "Strategies that can help us to exercise more effective internal control," 2015, Vol. 35 (1), pp. 24-30.

Parish, T. S. "Assorted WGI odes and tributes," 2014, Vol. 34 (1), pp. 44-67.

Parish, T. S. "Ways to examine the attitudes and behaviors of adolescents and youth." 2014, Vol. 33 (2), pp. 12-18.

Selected Workshops Presented or Co-presented Regarding CT/RT . . .

The following workshop was presented at the 2015 William Glasser International Conference which was held in Las Vegas, Nevada:

Parish, T. S., & Parish, J. G. "The role of the 'All-I-Know World' in our decisions and judgments."

The following workshops were presented at the 2014 William Glasser International Conference which was held in Toronto, Canada:

Parish, T.S., & Robey, P. "A CT/RT playbook 'show-and-tell'"

Morgan, J., Kim, R., Larson, K., Parish, J., Parish, T.S., Robey, P., & Wubbolding, R. "Publish and prosper."

The following workshop was presented at the 2005 William Glasser International Conference which was held in Dublin, Ireland:

Parish, T. S., & Parish, J. G. "Negative and positive motivation and Choice Theory: How do they fit together?"

The following workshops were presented at the 2000 William Glasser Institute International Convention which was held in Ottawa, Canada:

Parish, T. S., & Parish, J. "Getting it together through improved goal-setting and plan-making skills."

Parish, T. S., & Parish, J. "Together creating connections."

*Also reprinted in the book edited by Larry Litwack (1993) entitled *Journal of Reality Therapy. A compendium of articles, 1981-1993*, New View Pub., Chapel Hill, NC ISBN 0-944337-19-8.

My special skill sets, knowledge, and/or experiences that should be helpful during these troubled times:

I am currently teaching General Psychology, via Zoom, for Highland Community College at Perry Center, in Lake Perry, Kansas.

In addition, I've taught students through other distance-learning formats for many years. The types of media that I have employed included two-way television, two-way radio (Telenet), and telephone.

For instance, in 1980 I began my training to become Reality Therapy certified, while at the same time I team-taught a Kansas statewide course with Dr. William Glasser, M.D. that was intended to introduce Reality Therapy to our 105 students that were located all over the State of Kansas—via Telenet, even though Dr. Glasser was in California and I was in Kansas, along with our students, the experience turned out to be an incredibly good learning opportunity for all involved!

Since then, I have taught several twelve other courses via Telenet, and have found them all to be richly rewarding for me and for my students, who would not have had these opportunities without the availability of Telenet!

Besides using Telenet to reach remotely located students, I've also taught such students via two-way television for three semesters too. Notably, that form of media provided an even better format for me to teach my students who were located all over the State of Oklahoma.

Finally, for two years (2013-2015) I have also used my counseling skills to help people in distant locales across the states of Kansas and Missouri as an associate of the LDS Family Services Office located in Kansas City, Missouri. This counseling was conducted by telephone (i.e., Telehealth), and certainly was found to be helpful for those who were in need of counseling but would not have been able to get it without this service at that time.

So far, I have covered the various forms of media that I have used to reach out and help people remotely. However, I should also mention my subject areas of expertise, too, particularly if they line up well with those who are seeking such services. For instance, besides my extensive knowledge and experience regarding Reality Therapy and Choice Theory, I also have extensive training and experience concerning (1) how to motivate ourselves and others, (2) the impact of parent loss on families and how to remediate it, (3) examining parenting strategies, and ways to overcome problematic behaviors in children, (4) techniques for helping handicapped children and adolescents, plus (5) an introduction to various assessment scales that are intended to provide insights into why we do what we do, and to determine what works at modifying these problems too.

Thomas S. Parish, Ph.D., CTRTC
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Topeka, KS 66610
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Phone: (785) 845-2044



International Who's Who in Choice Theory and Reality Therapy Submission for Brian K. Patterson

- Executive Director of Glasser Institute for Choice Theory- US
- Master's in Education with Emphasis in Quality Schools- Graceland University
- Master's in Psychology with Emphasis in Life Coaching- Grand Canyon University
- Master's Certificate in Transformational Leadership of Non- Profits- University of Notre Dame
- Master's Certificate in Lean/ Six Sigma Black belt- Villanova University
- Master's Certificate in Organizational Psychology- Grand Canyon University
- Certificate in Coaching- Academy of Choice

Positions held

- Youth minister/ Pastor
- Charter School Teacher- Ombudsman Education Services
- Charter School Director- Ombudsman Education Services
- Director of Leadership and Student Engagement- Ombudsman Education Services
- Leadership Development Program Specialist- Arizona Department of Economic Security
- Senior Learning and Development Consultant- Goodwill of Central & Northern Arizona
- Proprietor- Connect & Lead, LLC

WGI

- Faculty Member
- WGI Board Member
- Arizona state representative
- GIFT Executive Director
- Basic Intensive Instructor
- Advanced Intensive Instructor
- *Connect & Lead: Choice Theory Leadership at Work* author
- Courses designed for other entities based on CT concepts: *Bridging the Communication Gap, Coaching with Confidence, Critical Thinking, Developing Leader Academy- Problem Solving*
- Seven Episode series on Choice Theory leadership on *Making Sense of It* (www.wglasser.com)

Brief Bio: Brian K. Patterson

Originally from St. Louis, Missouri, Brian Patterson now lives and works in Peoria, Arizona, a suburb of Phoenix. His wife, Jeannie, is retired Air Force nurse. They have two children, Liz Tavarez, who is a restaurant owner with her husband, John, in Phoenix, and a son, Michael who is an artist and barista teacher in Dublin Ireland and is married to Claire.

Brian has been a Glasser acolyte since 2003, when he first encountered Choice Theory as a teacher in a charter school for at- risk high school students. As he progressed in the Glasser organization to faculty status, international board member and Executive Director of Glasser Institute for Choice Theory- US, he used the concepts of Choice Theory, Reality Therapy,

Quality Schools, and Lead Management to progress to charter school director, national Director of Leadership and Student Engagement, Leadership Development Specialist for the state of Arizona, Senior Learning and Development Specialist for Goodwill of Central and Northern Arizona. He has recently established his own leadership consulting and coaching company- Connect & Lead, LLC.

Ernie Perkins has over sixty-five years in the ministry. He served nineteen years as the senior pastor of Southern Baptist churches, and twenty-nine years as a denominational leader. As an evangelist, he has preached at more than 1,500 revivals. As a humorist, he has entertained over 650 times. As an educator, he has four earned doctorates. He teaches master and doctoral level classes. As a conference speaker he has preached on numerous Evangelism, senior adult, and pastor conferences on the national, state and associational levels. He has served as president of the Ohio State Pastors Conference, the Arkansas State Pastors Conference, and the Oklahoma Conference of Southern Baptist Evangelists. His wife, Wanda, travels with him when possible.

Personal Data

A native Missourian, Ernie Perkins was reared on a farm in Northeast Arkansas. preaching revivals, youth meetings, and pulpit supply, he averaged preaching every week prior to his first pastorate while still in high school. He met his future wife, Wanda, in the Baptist Student Union at Arkansas State University. Following graduation, they were married in September 1961. After seminary at Southwestern Baptist Theological Seminary, Ft. Worth, Texas, he accepted the pastorate of a church in Columbus, Ohio. He served ten years in Ohio before becoming the Associational Director of Missions in Ft. Smith, Arkansas. In 1981, he accepted the invitation of Capital Baptist Association in Oklahoma City to become its Executive Director where he served for twenty-three years resigning in October 2004 to enter vocational evangelism. He has been the president of the Ohio and the Arkansas State Pastors' Conferences, as well as serving his denomination on various committees and boards at every level. He is in demand as an evangelist, conference leader, and stand-up comedian. He is regularly invited to preach on the programs of associations, states, and national evangelism conferences, lead educational and senior adult conferences, and entertain for church and secular events. He is guest and/or adjunct professor for various colleges and seminaries including Oklahoma Baptist University, Midwestern Baptist Theological Seminary, Clear Creek Baptist College, Luther Rice Seminary, Southwestern Baptist Theological Seminary, and Trinity Seminary. In addition, he was professor of New Testament and church development for American Christian Seminary in Oklahoma City for three years. He is an avid writer with published articles in many national Baptist publications and secular psychological journals. In addition, he has written several books. A believer in life-long learning, he holds four earned doctorates and three master's degrees. His and Wanda's family include their two sons, Timothy and his wife, Vicki, and Micah and his wife, Trinity; and their grandson, Tommy, and granddaughter, Jenna.

Experience

- Student pastor during high school, college and seminary, 1956-1965;
- Various churches in Arkansas, Tennessee, Missouri, and Texas.
- Full Time Pastor, 1965-1975:
- Woodland Heights, Columbus; Maple Heights, Fairborn; First Baptist, Miamisburg, Ohio.
- Director of Missions, Ft. Smith, Arkansas, 1975-1981
- Executive Director, Capital Association, Oklahoma City, 1981 – 2004.
- Evangelist, Educator, Counselor, Humorist, Conference Speaker, Author, 2004 — Present

Education

- Arkansas State University: Bachelor of Arts, 1961
- Southwestern Baptist Seminary: Bachelor of Divinity, 1965; Master of Divinity, 1982
- Luther Rice Seminary Master of Theology, 1967; Doctor of Theology, 1969
- Midwestern Baptist Theological Seminary: Doctor of Ministry, 1994
- Oklahoma State University: Doctor of Education, 2001
- University of Oklahoma: Master of Human Relations, 2006
- Trinity Seminary: Doctor of Philosophy in Biblical Counseling, 2011.
- Albert Ellis Institute: Primary Training Course in Rational Emotive Behavior Theory and Techniques, March, 2002

- The William Glasser Institute: Basic Intensive Week in Choice Theory, Reality Therapy, and Lead-Management, July, 2002; Practicum, late summer and fall, 2002
- The William Glasser Institute: Advance Intensive Week in Choice Theory, Reality Therapy, and Lead-Management, February, 2003; Practicum, winter and spring, 2003
- The William Glasser Institute: Certification Week in Choice Theory, Reality Therapy, and Lead-Management, July, 2003; Kansas City.
- The William Glasser Institute: Certification in Reality Therapy/Choice Theory, Lead Management, and Quality Schools, July, 2003, Kansas City, Missouri.
- The William Glasser Institute: Seminars and advanced study in Reality Therapy/Choice Theory, Lead Management, and Quality
- The William Glasser Institute: Seminars and advanced study in Reality Therapy/Choice Theory, Lead Management, and Quality Schools, Fall, 2009, Spring and Summer, 2010.
- The William Glasser Institute: Endorsement Training in Reality Therapy/Choice Theory, Lead Management, and Quality Schools, July, 2010, Nashville, Tennessee.
- The William Glasser Institute: Endorsed Faculty Member, July, 2010, Nashville, Tennessee.

Dissertations

- Perkins, Ernie. Out of Conviction: The History of Far Hills Baptist Church, Dayton, Ohio. Unpublished doctoral dissertation, Luther Rice Theological Seminary, 1969.
- Perkins, Ernie. Developing a Strategy for Future Ministries for the Capital Baptist Association. Unpublished doctoral dissertation, Midwestern Baptist Theological Seminary, 1994.
- Perkins, Ernie. Wise Persons' Personality Temperaments: Differences and Similarities Found in the Wise and Compared with the General Population. Unpublished doctoral dissertation, Oklahoma State University, 2001,
- Perkins, Ernie. God's Unused Warriors: A Study of the Emotional Trauma of Retirement for Southern Baptist Ministers. Unpublished doctoral dissertation, Trinity Theological Seminary, 2011.

Publications: Reality Therapy and Other Counseling Articles

- Perkins, Ernie. "The Train." Alzheimer's Association Newsletter, Panhandle Chapter, Amarillo, also, Alzheimer's Association Newsletter, Northeast Texas Chapter, Tyler, and others, 1992-93.
- Perkins, Ernie. "Ministerial Suicide." International Journal of Reality Therapy. Spring, 2003. Dr. Perkins led a conference on this subject at the Reality Therapy/Choice Theory, Lead Management and Quality School International Conference in Kansas City, July 2003.
- Perkins, Ernie. "It's the Principle of the Thing." International Journal of Reality Therapy. Spring, 2004.
- Perkins, Ernie. "Spiritual Application for the MBTI." Type Times. Summer, 2005. The APT Canada Quarterly Newsletter. Association of Psychological Type.
- Perkins, Ernie. "Letting the Fat Lady Sing." International Journal of Reality Therapy. Fall, 2005.
- Perkins, Ernie. "Bipolar and the Black Door," International Journal of Reality Therapy, Fall, 2007.
- Perkins, Ernie. "Becoming Certified in Reality Therapy: A Good Investment," International Journal of Reality Therapy, April, 2010.
- Perkins, Ernie. "An Idealist on a Ship Named Reality," International Journal of Reality Therapy, September, 2010. (Business article)
- Perkins, Ernie and Tom Parish, "Depressing Depression," International Journal of Reality Therapy, Spring, 2011.
- Perkins, Ernie. "A Lead Manager will be a Motivator," International Journal of Reality Therapy, Fall, 2011.
- Perkins, Ernie. "Choice Theory and Blame versus Responsibility," International Journal of Reality Therapy, Spring, 2012.
- Perkins, Ernie, "Lead Managing toward Growth," International Journal of Reality Therapy, Fall, 2012.
- Perkins, Ernie, "Sleeplessness in RT/CT," International Journal of Reality Therapy, Fall, 2013

- Perkins, Ernie, "Driving the Car to Happiness," International Journal of Reality Therapy, Fall, 2014
- Perkins, Ernie, "Is Choice Theory an Effective Client Assessment Tool?", International Journal of Reality Therapy, Spring, 2015.
- Perkins, Ernie, "Four Different Authors Ideas Concerning Depression & Anxiety," International Journal of Reality Therapy, Fall, 2015.
- Perkins, Ernie, "A Rose by Any Other Name Could Still be Reality Therapy", International Journal of Reality Therapy, Fall, 2016.
- Perkins, Ernie, "Learning to Hit a Curve Ball", International Journal of Reality Therapy, Fall, 2016.
- Associate Guest Editor, Spring, 2019, International Journal of Reality Therapy.
- Introductory Remarks Regarding Reality Therapy and Spiritualism, Spring, 2019, International Journal of Reality Therapy.
- RT Derailing the Route to Depression, Spring, 2019, International Journal of Reality Therapy.

In additions to these articles, Ernie Perkins has written hundreds of articles concerning his religious beliefs and methods for doing ministry.

Publications: Books

- Perkins, E. (1971). Guidelines for the Pioneer Pastor. Oklahoma City: Encounter Publishing Co.
- Perkins, E. (1975). Hosea: A Note Book Commentary. Ft. Smith: Concord Baptist Association.
- Perkins, E. (1977). Ephesians: A Note Book Commentary. Ft. Smith: Concord Baptist Association.
- Perkins, E. (1979). Philippians: A Note Book Commentary. Ft. Smith: Concord Baptist Association.
- Perkins, E. (1987). The Successful Witness. Columbus, GA: Brentwood Christian Press.
- Perkins, E. (1994). *Life's a Melody.* Oklahoma City: Baptist Foundation of Oklahoma.
- Perkins, E. (1997). The Spiritual Life Line. Oklahoma City: Encounter Publishing Co. Kindle Edition at Amazon.com
- Perkins, E. (1997). The Pathway to Wisdom. Oklahoma City: Encounter Publishing Co. Kindle Edition at Amazon.com
- Perkins, E. (1998). Traveling the Highway to Change. Oklahoma City: Encounter Publishing Co. Enlarged Kindle Edition at Amazon.com
- Perkins, E. (1998). *A Car Named Lazarus.* Oklahoma City: Encounter Publishing Co. Kindle Edition at Amazon.com
- Perkins, E. (1998). Race Horses and Plow Horses: A Study in Pastors' Temperaments. Oklahoma City: Encounter Publishing Co. Kindle Edition at Amazon.com
- Perkins, E. (1999). *The (Nearly Saintly) Adventures of Me and My Best-Friend-and-Almost-Cousin Dale.* Oklahoma City: Encounter Publishing Co.
- Perkins, E. (2003). The Overflow. Oklahoma City: Encounter Publishing Co. Kindle Edition at Amazon.com
- Perkins, E. (2005). *The Trumpet Song's: Any Ol' P-f-f-f-f Will Do.* Oklahoma City: Encounter Publishing Co. Kindle Edition at Amazon.com
- Perkins, E. (2007). Ministerial Suicide. Oklahoma City: Encounter Publishing Co. Kindle Edition at Amazon.com
- Perkins, E. (2008). Behind the Black Door: What Happens to the Christian after Death. Oklahoma City: Encounter Publishing Company. Kindle Edition at Amazon
- Perkins, E. (2011). Developing a Marriage Model. Oklahoma City: Encounter Publishing Company. Kindle Edition at Amazon.com
- Perkins, E. (2015) God's Ministers in Retirement, Encounter Publishing Company, Kindle Edition at Amazon.com
- Perkins, E. (2015) I Do Well, Encounter Publishing Company, Kindle Edition at Amazon.com

* These books were collections of articles from his weekly column of more than twenty-five years.

Martin W. Price, LMHC, CHT, CTRTC

Martin L. Price, Licensed Mental Health Counselor, has been a counselor in the Seattle area for over 40 years. He graduated from Seattle University with a degree in psychology. He worked as Director of one of the first drug rehabilitation program in Washington State – the “Tee-Dru-Nar-R” program for 5 years. He established The Martin DePorres Counseling in 1974 where he continued to provide counseling using the concepts of Choice Theory and Reality Therapy. Martin also pursued training in Hypnotherapy and is a Certified Hypnotherapy. He created a program for teens and parents which he called “Youth Contact”.

In the early 1970s he came across Dr. Glasser’s ideas and his book “Reality Therapy” Martin had the opportunity to attend Dr. Glasser’s first intensive training in the application of Reality Therapy along with 59 others from around the United States and Canada. After spending several summers at the Institute in Los Angeles he was encouraged by Dr. Glasser to begin teaching his ideas in the Northwest. Martin DePorres Counseling sponsored programs featuring Dr. Glasser in the Seattle area several times.

Martin began sponsoring and teaching intensive training in Reality Therapy in the Seattle and Portland areas. In addition to teaching intensive week training, he mentored new instructors in teaching Dr. Glasser’s concepts. Dr. Glasser decided to create a week of training for those who had been trained in his concepts to demonstrate their knowledge and skills in the use of his ideas and called it Certification Week. Martin was one of the participants in that Certification Week. In the summer of 1980 when Dr. Glasser decided to organize the Institute for Reality Therapy into regions. Martin served on the Institute’s Inaugural Board of Directors from 1980 to 1984 representing the Northwest Region. He was re-elected and served 2006 to 2011. He also served as co-chair of the 2007 International Conference held in Seattle, Washington.

Martin has taught classes at one of the local community colleges in the Health and Human Services Department using Glasser’s concepts in such classes as Counseling Interviewing and Group Process. He has also trained and consulted locally with high schools and primary schools as well as internationally in the areas of Choice Theory, Reality Therapy, Quality Schools, and Lead Management. He also serves as a State trained supervisor for counselor working to become State Licensed Mental Health Counselors. As a senior faculty He has had the pleasure to work and travel to other countries such as Australia, Croatia, Ireland and Canada. At the present time Martin is retired from his agency Martin DePorres Counseling, but continue to conduct Intensive Training for the Institute and a member of the Board of Director for the Glasser Institute for Choice Theory representing the Northwest Region.

Terri-Ann Richards, CTRT

Certifications:

- Personality Dimensions® Facilitator
- EQ-i 2.0® and EQ-360® Certified Facilitator
- Certified Leadership Coach
- Graduate of the Prestigious Wallace McCain Institute, University of New Brunswick
- Graduate of New Brunswick 21 Inc Leadership Program

With over 15+ years in the entrepreneurial realm, Terri-Ann Richards has earned her stripes as a solid leader in business. Having started, bought, sold and partnered in over 8 companies, including top names such as PropertyGuys[dot]com and Marlin Travel Atlantic, she certainly understands the sheer will required to both grow a company and lead a team to success. Living through successful sales, failed businesses, and complicated exits, she understands that having grit is an important aspect to your success.

It is through the ups and downs of her entrepreneurial career, the trial and error of testing new processes, and leading large teams that she became finely attuned to what it takes to truly be successful as a leader. It is also where she made the decision to take those lessons and teach other leaders the way.

In October of 2018, she founded Balance Equation Coaching & Consulting, working with leaders who get that in order to succeed externally, we must first succeed within. She does this by focusing on three core areas defined as the BALANCE EQUATION™; Priorities, People, and Process. These principles built on the foundation of Choice Theory to which she was certified in 2019.

Terri-Ann plans to use her experience with CTRT as a guiding light in her teachings with clients. Using it as the platform to educate others on the power of choice and knowing and understanding the wants and needs.

Using her years of business experience, Terri-Ann uses her kind but no-bullsh*t approach to radically shift mindset, move individuals beyond limiting beliefs, and identify the barriers that are holding them back from true leading success. Graduate of the Prestigious Wallace McCain Institute's, Entrepreneurial Leaders Program, and the Province of New Brunswick's, 21 Inc Leaders Program, she is the fire-cracker you need to finally be pushed to your full potential.

Founder of BE-the balance retreat, bringing together hundreds of women annually for personal development, and author of the Best Selling Introspective Book 'Why I Divorced My Husband', which was forwarded by Maureen McIntosh.

A forward-thinking and award-winning leader, facilitator, speaker and entrepreneur who is ultimately the secret ingredient you need to help you, and your leaders improve outcomes, live a more successful life, and increase the bottom line.

Website + Social Media Links

Website: <https://balanceequation.co/>

Facebook: <https://www.facebook.com/thebalanceequation/>

Instagram: @TA_Richards

Headshot



Link to access image file [here](#)

Lucy Billings Robbins, Retired

Degree: MS, University of Memphis, Memphis, Tennessee.

Certifications: Reality Therapy Certified (CTRTC) Reality Therapy Supervision Reality Therapy Faculty Reality Therapy Senior Faculty RETIRED CERTIFICATION AND LICENSE Tennessee Licensed Substance abuse #139 (retired) NADAC Mac #005957 (retired) GACA Certified Clinical Supervisor #0121 (retired) Tennessee Supreme Court Rule 31 family mediator and civil mediator (not active) Nationally certified guardian

Professional Experience: Consultant Harbor House Inc. Memphis, Tennessee, 1994-2007 TRU Recovery, Bolivar, Tennessee, 1995-1998 Provided Clinical Supervision Senior Faculty member The William Glasser Institute, Canoga Park, California 1990-2011 Instruct all levels of training for students seeking certification in Choice Theory Conservator Comcare, Inc. Greenville Tennessee, 1990-2004 Legal conservator for individuals with severe mental retardation, making choices for them in their best interest. Instructor Shelby State Community College, Memphis, Tennessee, 1988- 1998 Instructing courses in counseling and Alcohol and Drug Certification Program Instructing courses in training for Electrolysis Certificate Program Trainer Presenter and Lecturer Keynote Addresses, workshops and conference presentation in U.S., Canada, and Europe 1979-2011 Keynote address speaker, Irish reality therapy. National conference 2007 Keynote address speaker, Tokyo Psychotherapy Association 2009 Coordinator Memphis Alcohol and Drug Council, Memphis, Tennessee, 1988- 1990 Shelby County Treatment and Research Center, Memphis, Tennessee, 1978-1979 Counselor Alcohol and Drug/ Early Intervention Program, Northeast Community Mental Health Center, Memphis, Tennessee, 1985-1987 Shelby County Alcohol Rehabilitation, Memphis Mental Health Institute, Memphis, Tennessee, 1980-1981 Shelby County Certification Unit, Memphis, Tennessee, 1980-1981 Shelby County Treatment and Research Center, Memphis, Tennessee, 1978-1980

Affiliations with the William Glasser Institute: Senior Faculty member The William Glasser Institute, Canoga Park, California 1990-2011 Southeast region board member (two terms) Chairman of the International convention 2010 Nashville , Tn. Member of founding WGI board Member of the original WGI Board Present at least one workshop in every international conference from 1991 -2011(exception of one) and most Southeast region conferences in that time frame Present two trainings each of three years in the Corning Project Presented at faculty retreats and was lead presenter in three Presented training in Malaysia and Singapore Key note presentations in Tokyo and in Ireland Presented book study Counseling with Choice Theory on Making Sense Of It

Publications: The Art of Promoting Choice, July 2009 "Choice Theory: An Effective Choice for Brief Therapy," The Counselor, July 1998 "A Fairy Tale," Journal of Reality Therapy, Fall 1995.

Name: Patricia Robey, Ed.D, LPC, CTRTC. Full Professor and Chair in the Division of Psychology and Counseling at Governors State University, Illinois, USA.

Degrees: Ed.D. Counselor Education and Supervision, Northern Illinois University, 2009; MA Counseling, Governors State University, 2003; MA Communication Studies, Governors State University, 1997; BA Psychology, Governors State University, 1994

Licenses and Certifications: License Professional Counselor, Illinois; National Certified Counselor; 2003-present; CTRTC (formerly RTC) 1992; Certificate in Online Teaching, Governors State University 2009

Positions Held Within WGI: Senior faculty, William Glasser Institute and Glasser Institute for Choice Theory; Senior Faculty applicant reviewer; WGI-US Board Member 1997-2003, MW Region Director 1997-2003

Awards and Other Forms of Recognition Received:

- 2015 Tribute Letters. *International Journal of Choice Theory and Reality Therapy*, 35(1), 7-13, 63-39.
- 2012 Counseling Program Teacher of the Year, Governors State University
- 2011 Faculty Excellence Award Nomination, Governors State University
- 2009 Faculty Excellence Award, Governors State University
- 2008 Faculty Excellence Award, Governors State University
- 2006 Kappa Delta Pi
- 2001 Chi Sigma Iota

Selected Books/Chapters of Books Regarding CT/RT

Robey, P., Wubbolding, R., & Carlson, J., Eds. (2012). *Contemporary Issues in Couples Counseling: A Choice Theory and Reality Therapy Approach*. New York: Routledge

Hale, J. V., & **Robey, P. A.** (2019) It all begins with relationships: The Glasser Quality School model. In Daniels, K. & Billingsley, K., (Eds.), *Creating caring and supportive educational environments for meaningful learning*. Hershey, PA: IGI Global, 20-35.

Robey, P. (2018). Integrating Glasser Quality School concepts into online courses. In C. Fitzgerald, S. Laurian-Fitzgerald, & C. Popa, (Eds.). *Handbook of Research on student-centered strategies in online adult learning environments*. Hershey, PA: IGI Global, 16-31.

Robey, P. (2017). Choice theory and reality therapy. In J. Carlson & S. Dermer (Eds.) *The SAGE Encyclopedia of Marriage, Family, and Couples Counseling*, 1, Thousand Oaks, CA., 236-239.

Robey, P. A. & Sori, C. (2015). "Grieving in the Sand:" Integrating Sandtray with Reality Therapy to Help Children Through the Grieving Process. In C. Sori & M. Bachenberg (Eds.), *The therapist's notebook for children and adolescents* (2nd. ed.). New York: Haworth Press

Selected Journal Articles Regarding CT/RT

Azmy, S., & **Robey, P.** (2019). Forgiveness as an effective total behavior. *International Journal of Choice Theory and Reality Therapy*, 38 (2), 21 - 27.

Cervantes, S. N., & **Robey, P. A.** (2018) Aligning Choice Theory Psychology with Cognitive Psychology. *International Journal of Choice Theory and Reality Therapy*, 38 (1), 13-20.

Pedigo, T., **Robey, P.** & Tuskenis, A. (2018). Realizing health: The path of mindfulness and Choice Theory *International Journal of Choice Theory and Reality Therapy*, 38 (1), 63-75.

Robey, P. A., Wubbolding, R., & Malters, M. (2017). A Comparison of Choice Theory/Reality Therapy to Adlerian Individual Psychology. *Journal of Individual Psychology*, 73(4).

Pedigo, T., **Robey, P.**, & Christiansen, T. (2016). An integration of mindfulness with Choice Theory and Reality Therapy. *International Journal of Choice Theory and Reality Therapy*, 36(1), 64-72.

Professional Training Video regarding CT/RT

Robey, P. (2015). *Demonstration of counseling with choice theory and reality therapy over 5 sessions*. Urquhart Publishing Group: Richmond, VA.

Selected Workshops Presented or Co-presented Regarding CT/RT:

Dermer, S. B., & **Robey, P. A.** (2018). Sex Positivity, Sexual Pleasure, and the Five Basic Needs. William Glasser International Conference, Bogota, Columbia.

Robey, P. (2017). What, Me Worry? Uncovering the personal fears that undermine conversations about diversity... and other difficult topics. William Glasser Institute – US Conference, Raleigh, NC.

Robey, P. (2017). Facilitating self-evaluation. William Glasser Institute – US Faculty Day. Raleigh, NC.

Robey, P., & Fain-Morgan, J. (2017) Validating and expanding the work of Dr. William Glasser. William Glasser Institute – US Conference, Raleigh, NC.

Glimpses Concerning Your Future Endeavors Regarding CT/RT: My goal is to promote the work of Dr. Glasser through contributions to the journal, presenting at national and international conferences, and mentoring students in their understanding and practice of CT/RT. I am particularly interested in expanding Dr. Glasser's ideas to incorporate recent research into neuropsychology and other new discoveries in brain, body, and relationships.

Jill Duba Sauerheber, PhD

Western Kentucky University, Bowling Green KY

Also list degrees/certifications, including institutions, majors and completion dates.

- Bachelor's in Biology. Saint Xavier University, Chicago IL 1997
- Master's in Marriage & Family Counseling. Governors State University, University Park, IL 1999
- PhD in Counselor Education and Supervision with a Cognate in Marriage and Family Counseling. Kent State University, Kent, OH 2004
- Licensed Professional Clinical Counselor-Supervisor, KY
- National Certified Counselor
- Reality Therapy Certified
- EMDR Certified
- Brainspotting Certified

Professional Positions Held To-date:

- Past President, North American Society of Adlerian Psychology (NASAP), 2016-18; President, 2014-16; President-elect, 2013-2014.
- President, KY/TN Society of Adlerian Psychology (KT SAP). 2017 – present.
- Conference Coordinator, KY/TN Society of Adlerian Psychology. 2016.
- Co-Chair, ACA Professional Standards Committee. 2006-2007; 2011-2014.
- Co-Chair, SACES Supervisor Training Committee. 2011-2013; Member, 2013-2014.
- Co-Chair, NASAP Theory, Research and Teaching section. 2012-2013.
- Site Team Member, Council for Accreditation of Counseling and Related Programs (CACREP). 2005-2011.
- Secretary, International Association of Marriage and Family Counselors (IAMFC). 2008-2010.
- Chair, ACA Ethics Appeal Panel. 2007-2010.
- Co-Chair, CSI Professional Honor Society Professional Advocacy Committee. 2005-2010.
- Board Member-at-Large, IAMFC. 2006-2008.
- Membership Committee Chair, IAMFC. 2005-2008.
- Co-Chair, ACES Advocacy Interest Network. 2002-2007.
- Secretary, Kentucky Association for Counselor Education and Supervision. 2004-2006.
- Community Counseling Interest Network Co-Chair, Southern Association for Counselor Education and Supervision (SACES). 2003-2006.
- Editorial Reviewer, Journal of Individual Psychology. 2015 – present.
- Invited Review Editor, Journal of Mental Health Counseling. 2015
- Invited Review Editor, Journal of Family Issues. 2010, 2013
- Editorial Board Member, The Family Journal. 2005-2012.
- Advisory Board Member, The Family Journal. 2001-2012.
- Interview Column Editor, The Family Journal. 2001-2012.
- Editorial Board Member, Journal of Counseling & Development. 2004-2010.

Positions Held Within WGI:

None

Awards and Other Forms of Recognition Received:

- Accepted into and Completed Harvard Graduate School of Education, Harvard Institutes for Higher Education, Management Development Program (MDP), Harvard University, June 2014.
- 2007 Journal Award for Outstanding Publication in The Adultsspan Journal

Selected Books/Chapters of Books Authored or Co-authored Regarding CT/RT: Selected

- Minatrea, N. B., & Duba, J. D. (2012). Counseling with inter-faith couples through the lenses of choice theory. In P.A. Robey, R.E. Wubbolding, & J. Carlson, (Eds.), *Contemporary issues in couples counseling: A choice theory and reality therapy approach* (pp. 129-141). Routledge.

Journal Articles Authored or Co-authored Regarding CT/RT:

- Burdenski, Jr., T. K., Duba Sauerheber, J. D., Mason, C. P., Hughey, A.W., & Zatopek, J. (2013). Lead management in counselor education: Perceptions regarding teaching quality and classroom environment. *International Journal of Choice Theory and Reality Therapy*, 33(1), 105-124.
- Mason, C., & Duba, J. D. (2011). Using choice theory principles and the choice theory career rating scale to enhance academic achievement for minority youth. *International Journal of Reality Therapy*, 30 (2), 61-72.
- Mason, C., & Duba, J. D. (2009, Fall). Using reality therapy in schools: Its potential impact on the effectiveness of the ASCA model. *International Journal of Reality Theory*, 29(1), 5-12.
- Mason, C., & Duba, J. D. (2009, Fall). Introducing choice theory principles and the choice theory career rating scale for children and adolescents in ASCA national model school counseling programs. *Kentucky Counseling Association Journal*, 28(1), 51-56.
- Duba, J. D. (2009, Fall). The basic needs genogram: A tool to help inter-religious couples negotiate. *International Journal of Reality Therapy*, 29(1), 13-17.
- Duba, J. D., Graham, M., Britzman, M., & Minatrea, N. (2009, Spring). Introducing the "basic needs genogram" in reality therapy-based marriage and family counseling. *International Journal of Reality Therapy*, (28)2, 15-19.
- Burdenski, Jr., T. K., Faulkner, B., Britzman, M. J., Casstevens, W. J., Cisse, G. S., Crowell, J., Duba, J. D., Minatrea, N. B., Shaffer, T. F., Dyson, M., Gilchrist, S. B., & Graham, M. A. (2009). The impact of the Glasser scholars project on participants' teaching and research initiatives: Part 1. *International Journal of Reality Therapy*. (28)2, 43-49.
- Duba, J. D., & Greenwalt, B. (2007). Choice theory: An interview with Dr. William Glasser. *The Family Journal*, 15(1), 79-86.

Selected Workshops Presented or Co-presented Regarding CT/RT:

- Duba, J., & Gerkin, D. (2010). Reality therapy for unmotivated clients. Presented at the Kentucky Counseling Association Conference. Louisville, KY.
- Gerkin, D., & Duba, J. (2010). Fulfilling basic needs to avoid burnout. Presented at the Kentucky Counseling Association Conference. Louisville, KY
- Mason, C., & Duba, J. D. (2009). Using reality therapy in schools: Its potential impact on the effectiveness of the ASCA national model. Presented at the Kentucky Counseling Association Conference. Louisville, KY.

Selected Paper Presentations Presented or Co-presented Regarding CT/RT: Glimpses

Concerning Your Future Endeavors Regarding CT/RT:

At the current time, I am unsure. I am heavily involved in trauma-based brain models and training.

Name of the individual and current affiliation (or most recent affiliation)

- Bradley Smith. Director, The Center for Collegiate Recovery at Loyola Marymount University/Los Angeles (LMU)

Degrees/certifications, including institutions, majors and completion dates.

- Licensed Professional Clinical Counselor, BBS #LPCC5325. (NPI # 1821449000)
- Licensed Advanced Alcohol and Drug Abuse Counselor (LAADC), #LRO1880216
- Certified Addiction Treatment Counselor, Level Four (CATC-IV), CAADE, #1710413IV
- Internationally Certified Advanced Alcohol and Drug Counselor (ICAADC; IC&RC), #125429
- Substance Abuse Professional (SAP). US Department of Transportation aligned
- Choice Theory/Reality Therapy Certified; Basic Week Instructor
- Faculty, Addiction Counseling Certificate Program, LMU Extension

Education

- Master of Arts, Clinical Mental Health Counseling, LMU (2015)
- Bachelor of Arts, History, LMU (2012)
- Criminal Justice Addictions Professional Certificate, 2007 (LMU)
- Addiction Counseling Certificate, 2005 (LMU)

Professional Positions Held To-date:

- Psychotherapist and Community Mental Health Consultant in Private Practice. www.bradleytsmith.net

Selected Journal Articles Authored or Co-authored Regarding CT/RT:

- Grills, C., Anderson, M. Smith, B., et.al. (2014, January). "**Effectiveness of Choice Theory Connections (CTC): A Cross -Sectional and Comparative Analysis of California Female Inmates.**" *International Journal of Offender Therapy and Comparative Criminology*. DOI: <http://dx.doi.org/10.1177/0306624X13520129> Abstract: Novel cognitive-behavioral intervention significantly reduced perceived stress, increased mindfulness, decreased impulsivity, and improved well-being among participants with effects maintained across time, reducing recidivism.
- Smith, B., et.al. (2011, April). "**Assessing the Efficacy of a Choice Theory-Based Alcohol Harm Reduction Intervention on College Students.**" *International Journal of Choice Theory and Reality Therapy*, Vol. XXX, (2), pp 52-60 | April 15, 2011. Abstract: Initial findings of longitudinal study - with control - comparing a novel intervention based on Choice Theory against a pre-existing Motivational Interviewing (MI) intervention.
- Smith, B. (2010, Spring). "**The Role of the William Glasser Institute for Research in Public Mental Health at Loyola Marymount University in the Future of Choice Theory.**" *International Journal of Choice Theory and Reality Therapy*, Vol. XXIX, (2), pp 35-40 | Spring 2010. Abstract: Opportunities and obstacles in partnering with a research university to influence public policy, educational innovations, and dissemination of emerging public mental health best practices.
- Sessoms, A., LaBrie, J., Kenney, S., Smith, B., Hummer, J., & Steiner, A. (2011, April). **Efficacy of Choice Theory and Motivational Enhancement in Collegiate Alcohol Interventions.** Poster presented at the 91st annual convention of the Western Psychological Association (WPA), Los Angeles, CA.

Workshops Presented or Co-presented Regarding CT/RT:

- Los Angeles (Host, 2012 International CT/RT Conference) • Seattle • Colorado Springs • Nashville • Chicago • San Antonio • Tampa • Edinburgh (Scotland) Dublin (Ireland) • Bled (Slovenia) • Toronto (Canada) • Tokyo (Japan) • Seoul (Korea) • Tampere (Finland) • Bogota (Colombia) • Gold Coast (Australia) • Sibenik (Croatia)

Current Research in the Field:

Calculating a Remission Index for Substance Use Disorders and Other Community Mental Health Issues.

Abstract: For the past two years, the design of a new instrument integrating Choice Theory/Reality Therapy, Integrative Harm Reduction Psychotherapy, and an aviation-based "Science of Safety" checklist protocol has been underway at an addiction/mental health treatment agency in Los Angeles, California. The instrument's hypothesis is, 1), the likelihood of achieving and sustaining Remission (recovery) from Substance Use Disorders or other mental health predicaments is predictable; 2), this status can be characterized by a dynamic, two-digit "Remission Index"; and, 3), this patient-directed index is the sum coefficient of ten (10) measurable concepts and procedures that clarify and quantify specific tasks and goals as prioritized by the patient.

Professional Memberships:

- National Association of Alcohol and Drug Counselors (NAADAC), #89554
- California Consortium of Addiction Programs and Professionals (CCAPP) #185897
- California Association for Alcohol and Drug Educators (CAADE)
- William Glasser Institute for Choice Theory (WGIFCT). FACULTY
- California Association for Licensed Professional Clinical Counselors (CALPCC)
- Association for Recovery in Higher Education (ARHE)

Brief Bio:

Bradley Smith is a Licensed Professional Clinical Counselor (LPCC), a Licensed Advanced Alcohol and other Drug Counselor (LAADC), a Certified Addictions Treatment Counselor, Level Four (CATC-IV), and the Substance Use Disorders (SUDs) Specialist at Loyola Marymount University (LMU) in Los Angeles. At LMU, where he also teaches, he is the Director of the Center for Collegiate Recovery, where he is responsible for designing and guiding programs that address Prevention, Early Intervention, Education, and Harm Reduction for SUDs and other toxic relationships. He designed and continues to teach an innovative Choice Theory curriculum for judicially sanctioned students and other high-risk individuals, now in its 14th year of regularly scheduled classwork.

A board-certified addictions counselor since 2005, Mr. Smith is also a Basic Week Instructor for the WGIFCT-US, a Disaster Mental Health Counselor with the American Red Cross, and a psychotherapist in private practice in Los Angeles, California.

A published researcher with ongoing research currently in the field, Mr. Smith regularly presents at conferences throughout North America, Europe, Asia, and Australia. He is also the bandleader of the classic rock musical group, "Leo Clarus" (*The Clear Lion*) that engages in social justice advocacy.

Rob Stones (Australia)

B.Ed. (Hons, London), Dip P.E, R.T.C, Senior Faculty with Glasser Australia and WGI.

Career:

Professional educator for 50 years, 21 of those as a high school principal. First encountered the ideas of William Glasser through reading 'Schools Without Failure' in 1989 and completed a BIT in 1991. Became an Instructor in 2002 and a Senior Instructor in 2017.

When he retired from the School Principal's role in 2009, Rob founded *FutureShape Consulting* which provides services in personal and executive coaching, leadership and team development, and innovative workshop facilitation. The leadership and management skills he teaches are all closely aligned with Dr. William Glasser's teaching on Lead Management. Since late 2009, FutureShape Consulting has provided leadership consultancy and coaching services to hundreds of schools and many private sector organisations.

With fellow Instructor Judy Hatwell, Rob co-designed and presents 'The Art of Leadership' for Principals and aspiring Principals in New South Wales schools. This 6-Day program is comprehensively grounded in Choice Theory and Reality Therapy and has been attended by almost 1,000 school leaders since 2013.

Rob is recognised as a pioneer in the Leadership Learning field and a thought-leader in the design and presentation of experiential workshops for professionals.

Books by Rob Stones include:

'The Window of Certainty® - Defining what matters in your school. Exploring the difference it makes' (2016)

'The Leader-Mind Equation – Mindful Choices for Effective Leaders' (2020)

'The Tao of Team In Practice – A treasury of over 150 activities and conversations for forming and sustaining a highly effective team' (2020)

A forthcoming title: 'The Little Book of Choices' (will be available in late 2020)

(These books can be purchased internationally through Ingram Spark, and in Australia through the website www.futureshape.com.au)

Journal Article: 'The Window of Certainty'© Applying Choice Theory and Lead Management to School Cohesion and Performance' Rob Stones and Judy Hatwell, International Journal of Choice Theory and Reality Therapy Vol XXXVII No1 Fall 2017.

Workshops:

All of Rob's Workshops are based on Choice Theory, many introduce Reality Therapy as a superior coaching practice and most are extensions of Glasser's Lead Management ideas. They include:

'The Art of Leadership';

'Leadership Foundations'

'A Leader's Toolkit'

'Leading a Team'

'Coaching your Team'

'The Tao of Team' (for school leaders)

'Coaching using Reality Therapy'

'Coaching Skills for Executive Leaders'

'Performance Conversations'.

The future:

Over the next two years, Rob will gradually reduce his face-to-face workshops in order to concentrate on writing. However, he intends to continue to present BIT and AIT programs and to conduct Faculty Training. All of his writing and speaking opportunities will promote Choice Theory, Reality Therapy and Lead Management.

DR. JEAN SEVILLE SUFFIELD AND ALL THINGS GLASSER

Abstract

Dr. Jean Seville Suffield has worked tirelessly since hearing Dr. William Glasser in Lake Placid, NY in the eighties which would change the course of her life. This led to a Leadership Diploma from McGill University involving a self-initiated research project. That project was "William Glasser." From then onwards, her life's work would involve the concepts of Dr. Glasser and shape the decisions to the present day. Her generosity of time, loyalty, and commitment are evidenced throughout her career where she feels she is in a safe, supportive, loving environment. Peers recognized her leadership skills from the early days as stated in her high school yearbook: "The difficult takes time but the impossible takes a little longer." Dr. Jean offers the Glasser impact on her life and her plans for the future. *Glasser Unplugged* [Spring 2020] shall reveal the whole story.



Jean Seville Suffield, DNM

- Doctor of Natural Medicine, Ph.D.
[2013 International Quantum University for Integrative Medicine, Hawaii USA]
- Brain Soul System™ Mastermind Coach, Level 1 [©2019, Brain Soul Success and B.R.A.I.N. System. All rights reserved.]
- Senior Faculty [Conferred by Dr. William Glasser, 2000. The William Glasser Institute.]
- Basic Instructor [The William Glasser Institute, 1994-2000]
- Biofeedback, International License [IMMUNE International University for Natural Education.]
- Biofeedback Specialist [2006 + Natural Therapies Certification Board]
- Health & Wellness Coach [2006 + Natural Therapies Certification Board]
- Master Certification Diploma in Brain-Based Learning, Jensen Learning Corporation
- BA., MA., B.Ed. [1982 Concordia University and 1985 Université de Montréal, Ph.D. Courses in English Literature with no dissertation]
- Leadership Practices and Research [1987 McGill University]
- Languages: English, French, some Arabic

Positions

- President, Glasser Canada [2015-2020] & [French Translation: Take Charge book.]
- Canada Representative: William Glasser International, Inc Vice-Chair [2015 – 2020]
- Mentor to WGI-North Africa, Glasser Saudi, WGI-Kuwait, WGI-Turkey, WGI-Qatar, and WGI-Bahrain [In Progress]
- Professional Listing: WORLDWIDE PUBLISHING 21st Edition 2018: Empowering Executives Professionals & Entrepreneurs Around the Globe. [Page 1561]
- Facilitated the Publishing of the Commemorative Historical Edition Volume XXXVI, No. 2, Spring 2017 of the International Journal for Choice Theory® and Reality Therapy. Thomas S. Parish, Ph.D. Editor, Patricia A. Robey. Ed.D., Guest Lead Editor.
- International Liaison to the New WGI Association by Brian Lennon [2010-2012]
- Glasser Canada Board Member [1996 +]
- Canada Representation to The William Glasser Institute [1996-2002]
- Member of the Editorial Board of the International Journal for Choice Theory® and Reality Therapy [2011]; Editor of WGI Newsletter [2010-2013]
- Assisted with Globe Image and Format of the International Journal for Choice Theory® and Reality Therapy with Linda Harshman Executive Director, Thomas S. Parish. Ph.D., Editor, and Glen Gross as Technical Assistant, Spring of 2010.

- Assistant Director General [Assistant Superintendent] South Shore Protestant School Board. Saint-Lambert, QC/Oversaw French Translation of *Every Student can Succeed*
- Director General [Superintendent] The Richelieu Valley School Board,
- First Female Chairperson, Directors'-General Association
- Principal. Richelieu Valley High School, McMasterville, QC Canada
- Vice-Principal, Richelieu Valley High School, McMasterville, QC Canada
- Department Head of the English Department. Richelieu Valley High School, McMasterville, QC Canada

Major Publications /Lieutenant-Governor of Québec Medal for Highest Achievement

- *The Efficacy of Stress Management through Quantum Biofeedback and the Conscious Intent of Quantum Medicine: Case Studies of Ménière's Disease.* Dissertation. IQUIM. The Quantum University for Integrative Medicine. Hawaii, USA. [2013].
- "Bilingualism" The Praeger Handbook of Learning and the Brain (2006). Based on the longitudinal study, St. Lambert Elementary School, under the South Shore Protestant Regional School Board.
- *Masque as Rôle.* Thesis. Concordia University (1982). Montréal, Québec, Canada.

Publications

- Glasser Unplugged [Publication Spring 2020]
- Creation and Renewal: A Reality (√) for Health [Publication Winter 2021]
- 20/20 Leadership: *Alternate models for enhancing self-evaluation and assessment!* [2010, 2015]
- *A Role-Play Notebook: Questions that really make a difference!* Third Edition. [2012].
- *10 Steps to Dynamic Leadership: Practical Models for Immediate Use!* [2008].
- *Self-Evaluation and the Student-Led Conference.* Second Edition. (1999, 2003). .
- *Conflict Resolution: Creating a classroom learning environment.* Second Edition. (1998, 2003). Note: This and *Student-Led* for the Québec Ministry of Education.
- *Visionary Leadership*, co-authored with Richard Coutu (1996).

Published Articles & Manuals

- Articles for *The Choice Theory™ Journal*. Editor: Jeff Tirengel, Psy.D. MPH.
- Articles for The William Glasser Institute Newsletter.
- Preparation and formatting for the Programs, Policies, & Procedures Manual, French
- Newsletters for other organizations.
- Grant submissions for Québec Schools through the Ministry of Education QC.
- Preparation and publishing of materials through the Ministry of Education QC.
- Special Needs Manual through the Richelieu Valley School Board, Otterburn Park, QC.
- Study Skills through Richelieu Valley Regional High School, McMasterville, QC.
- Grammar Manual for Middle School through the South Shore School Board, Saint-Lambert, QC. Canada

Dr. Jean's teaching style is highly energetic, quick-paced, interactive, and fun-filled, with learning in mind. She has presented at all international conferences except San Antonio & Scotland. She has worked in Canada, US, Ireland, Australia, Bogotá [Colombia/with Brian Lennon & co-verification 1st WGI Glasser QS], Korea, Macedonia, Belarus, Ukraine, Singapore, South Africa, The Kingdom of Bahrain, Kuwait, The Kingdom of Saudi Arabia, Egypt, India, the Philippines, Morocco, Malaysia, China, and Japan.

If you require assistance in these unprecedented times, **please contact Dr. Jean Seville Suffield**, who may offer you the following services:

1 (450) 646-2590 or text +1 (438) 334-2066

Coaching/Consulting as Quantum Health & Wellness Coach

Biofeedback Frequencies through International License to Practice, with RT skills

Brain Soul Success Mastermind Coach for Codes and other techniques for Self-Healing and transformation [Certification through ©Dr. Louise Swartswalter.]

Name of the individual and current affiliation (or most recent affiliation)

Kalikamurti Saraswati Suich

Current – 2015 William Glasser Institute

Board Member – Australian and New Zealand representative

Internationally Accredited Trainer in 'Taking Charge of Life'

Current – 2011 William Glasser Institute of Australia

Board Member. Faculty member.

Internationally Accredited Trainer in CTRTLM.

Current – 2007 Australian Association of Social Work

Accredited Mental Health Social Worker

Also list degrees/certifications, including institutions, majors and completion dates

Advanced Diploma Community Sector Management, TAFE SA, Australia, 2017

Basic Training Instructor. Reality Therapy Certification , William Glasser Institute of Australia, 2011

Working with Families and Significant Others, Headspace, NT, Australia 2008

Dru Yoga Teaching Diploma / Accredited Dru Yoga Teacher <http://www.dru.com.au/dru-yoga/teachers-nt> Dru Australia, 2005

Satyananda Yoga Teaching Diploma, Satyananda Yoga Academy, Australia, 1994

Bachelor of Social Work, Phillip Institute (now RMIT University), Australia, 1983

Professional Positions held to date:

Current – 2012 Director, Centred In Choice Pty Ltd, Alice Springs, Australia

Counselling, business and organisational management consulting, locum management services, project management, facilitation, training and mentoring, professional supervision.

2012 - 1993 Principal, Beyond Breathing Space, Alice Springs, Australia

Yoga teaching, facilitation, training, events management, project development and management

2012 – 1994 Counselling private practice

Mental health, veterans and veterans' families, chronic pain, rehabilitation, employment assistance, youth, children, domestic and family violence, professional supervision

Awards and Other Forms of Recognition Received:

n/a

Selected Books/Chapters of Books Authored or Co-authored Regarding CT/RT:

Suich, KS, 'Staying Centred', 2020

Suich, KS and Saraswati, M, 'Awareness 101', Centred in Choice, Australia, 2014

Suich, KS, 'Beyond Stressing at Home', Centred in Choice, Australia, 2014

Suich, KS, 'Beyond Stressing at Work', Centred in Choice, Australia, 2014

Suich, KS, 'Beyond Chronic Pain', Centred in Choice, Australia, 2014
Suich, KS, 'Moments of Choice', Centred in Choice, Australia, 2014
Suich, KS, 'Moments of Awareness', Centred in Choice, Australia, 2014

Selected Journal Articles Authored or Co-authored Regarding CT/RT:

'Colliding Worlds. Colliding Gold', in International Journal of Choice Theory & Reality Therapy, William Glasser Institute, USA 2018

'Chronic Pain: Opportunity or Disaster', in International Journal of Choice Theory & Reality Therapy, William Glasser Institute, USA 2015

Selected Workshops Presented or Co-presented Regarding CT/RT:

'Tools for the Reluctant Manager', EASA, NT 2018

'Colliding Worlds, Colliding Gold: working with clients with a mental health diagnosis', WGII Conference, Columbia, 2018

'Coaching and Mentoring with Aboriginal Staff', Lutheran Community Care, NT 2017

'Exploring the depths of the Quality World: Simply lie down and evolve' WGII Conference, 2015

'Beyond Limitations', workshops presented at Social Work, Human Services and NGO conferences from 2015 to current, Australia, New Zealand

'Family Wellbeing' training program for family mental health workers in remote Aboriginal communities, Waltja Tjutangku Palyapayi, NT 2014

'Beyond Grief and Loss', Cancer Council, NT 2014

'The Positive Outcome Process', with Judy Hatwell, WGIA Conference 2013

'Beyond Chronic Pain', New Zealand, Singapore 2012-2013

'Positively Nurturing through Yoga' Anahata Ashram, New Zealand, 2012

'Beyond Burnout', Wellington, NZ 2012

'Beyond Stress in the Classroom', NT schools 2011

'A Spirited Life', WGII Conference, Nashville, USA 2010

Selected Paper Presentations Presented or Co-presented Regarding CT/RT:

'Going for Gold: Creating a Mental Wellness Guide for Self' International Mental Health Conference, Gold Coast QLD, Australia 2015

Glimpses Concerning Your Future Endeavours Regarding CT/RT:

I combine my knowledge and application of CTRTLM in my life, and counselling expertise with a firm basis in yoga psychology, a 5000 year old understanding of how the mind works. My dedication is to develop tools and resources based on sound theory and proven methods which are useful and support people to help themselves, and which can be adapted to all cultural settings. I'm currently writing and have planned a number of texts and manuals,

Submission for the International Journal of Choice Theory and Reality Therapy

Name: Lynn Sumida M.S.W/R.S.W, Senior Faculty, 1985, Founder of Miruspoint Facilitators Inc. and Independent Training International

Degrees: Bachelor of Arts, Double Major in Psychology and Sociology 1969. Masters Degree in Social Work, University of Toronto 1972, Practitioner, Master Practitioner and Trainer in NLP 1986. Trained in the Satir Model of Family Therapy, Mediation and Critical Incident Debriefing. Recognized as an expert witness (in the area of trauma and abuse) in the courts of Manitoba and Alberta.

Professional Positions: Medical Social worker at the Health Sciences 1972/73 - School Clinician in 5 school division from 1973-1980. Started a Private Practice 1981-2020 founding Independent Counselling Consultants in 1981; Independent Training International 1983; Excelanation 2002; Miruspoint Facilitators Inc. 2005

Positions Within WGI: I have been a member of WGI since 1981, following Certification I became a Basic Instructor in 1983 and Senior Faculty in 1985. I have attended almost all of the International conventions and was present when the Board of WGI was created in 1981. I have taught Certifications since 1985 to the present. I taught the initial Practicum Supervisor Endorsement Programs that were attached to Certification. I was later invited to be on the committee that created the current training programs for BPSP/APSP/Basic Instructor. I have taught all of these programs since they were created.

I facilitated the initial training programs for Practicum Supervisors and Basic Instructors in Australia and Colombia as well as offering training in New Zealand, Canada and the USA. I have offered training all across Canada including the Inuit and first Nations people. As part of the Manitoba provincial branch of Glasser Canada I co-hosted a Day with Dr. Glasser, in Winnipeg, Manitoba and a whopping 1500 people attended, despite a huge snow storm. I have been a keynote speaker at International WGI Conferences and for the Australian Annual Conference (3 times). I have regularly offered workshops at International Conferences and was the Program chair when Canada hosted the International conference in Toronto, 2012. I was also on the Program Committee for the North American Conference in Seattle 2019.

I am currently the Vice President for the Board of Glasser Canada and the chair of the Professional Development Committee. I am the producer of VENTURES, an online subscription featuring live interviews with individuals using Dr. Glasser's ideas. I have hosted webinars sponsored by Glasser Canada to promote professional development within the Glasser Community. Most recently I assisted in Glasser Canada's application for a Sustainable Development Grant with the Canadian Government. This grant would allow Glasser Canada to reach out and assist people in mental health, education and business to understand the psychology of healthy relationships, well-being and sustainability.

Books: I co-wrote the book "*The Extraordinary Within-Welcoming Change and Unlocking Our True Essence*", published in 2003 and contributed to the best seller "*The Thought that Changed My Life Forever*". Both books incorporate an understanding of Choice Theory.

Selected Workshops: I have developed many workshops using Choice Theory, too many to mention. I have explored many themes including "The Use and Misuse of Choice Theory" at the International Conference level and have facilitated several faculty Professional Development Days following the WGI International Conference.

In my professional career I've developed many workshops, and co-created a training program called "Coming Full Circle- Healing the Trauma of Abuse". I developed a revolutionary process called *Prime Potential*[®] and a group process called *Success Beyond Beliefs*[®] that guides people in a core paradigm shift of identity, moving from an identity grounded in fear to one grounded in wholeness. Individuals wanting to radically address their health, performance or well-being seek out this work as it holistically addresses behavior, beliefs and core identity, while releasing blocks in the nervous system, created by trauma. Without the foundational understanding of Total Behavior I would not have had the perspective on the physiology that I have today. I facilitate this work and train other professionals in the use of this process. In the year long training program they receive a full understanding of Choice Theory, as the psychological understanding of behavior. I have also developed an evolutionary perspective and model of identity development, which has faint echoes of Dr. Glasser's early perspectives on success and failure identities.

Future Endeavors: I am currently developing a program to assist people in living sustainably and reducing consumption and addictive patterns. This will be a global program offered live and on-line. The goal is to support people in addressing the costs and challenges of a consumer fast-paced life-style and discover the joys of deep appreciation, as a way of life. I hope this work will interest other Faculty as the program introduces Choice Theory as a key component in shifting from an external model of fulfillment to an internal one.

Another future endeavor is to support Glasser Canada in reaching people around the globe, through the technology available today, who are interested in continuing to learn and growth with Dr. Glasser's ideas. Our vision is also to collaborate with other professional bodies and the general public in sharing the wealth of knowledge and skills available in the Glasser community.

Jagoda Tonšić-Krema, Psychology MA, University of Zagreb, Croatia, 1973.

Active membership 2019:

Croatian Psychological Association; CART - *Croatian Association for Reality Therapy*; EIRT - *European Institute for Reality Therapy*; WGI - **William Glasser International**.

Professional Positions Held To-date:

Employment - 35 years in Rijeka, Croatia:

- Centre of education for Children and Youth, 1973 to 1978
- Councilling Centre for Children, Youth, Marriage and Family, 1979 to 1990
- Office For Displaced Persons And Refugees, Government Of The Republic Of Croatia, Center For Social Work Rijeka, 1991 to 1992
- Centre For Children With Hearing And Speech Disabilities, Headmaster, 1992 to 1994
- Department of Education, City of Rijeka, Programme director, 1994 to 2008

Positions Held parallel to regular employment:

- Regional Committee For Categorising Children With Developmental Difficulties – psychological expertise to determine way of education, 1975 to 1989
- UNICEF and the Government Of The Republic Of Croatia ***Take Charge of Your Life Programme*** of psychosocial adaptation of displaced persons director 1992 to 1994
- UNICEF and the Government Of The Republic Of Croatia ***Quality School Programme*** for war affected schools, director 1995 to 2000
- Croatian Ministry of Education ***Quality School Programme – School without Coercion*** leader 2001-2016. The programme was implemented by 12 CART/WGI members. The project promoted GQS through activities in 225 schools and over 3500 Croatian teachers. Two Croatian Schools which dr. Glasser visited in 2006 declared themselves as Glasser Quality Schools (as the first in Europe).

	<p>Dr. William Glasser with The Croatian GQS Project Team, Rijeka, Croatia, 2006: 7 RTC members of the William Glasser Institute, 2 Practicum Supervisors, 2 BIW Instructors, 1 Senior Faculty: Anton-Toni Štemberger, Jagoda Tonšić-Krema, Milivoj Vrabec, Slavica Žužić, Irena Crvak, Ljiljana Matošević-Levak, Paulina Grbić-Glavinja, Matija Čale - Mratović, Boja Milan Mustać, Aleksandar-Saša Dagelić, Maja Ljubetić, Igor Longo.</p>
<p>Each one with a great experience in leading learning groups, some are leading educational, health, or social welfare organizations, others are school counselors. With many differences in style and temperament, each one knows how to develop positive relationships with our adult students.</p>	<p>Living in the different parts of the country, concerning the <i>GQS Program Croatia</i> we met once a year, usually at the end of a school year, to "sharpen" and valorize past seminars. In the meantime some of us met while working together within a school. Our enthusiasm as well as our admiration and respect for dr. Glasser's genius are unforgettable.</p>

With my colleagues (pictured with Dr. Glasser), I organized five **CROATIAN QUALITY SCHOOL CONFERENCES** from 2000 to 2014. The conferences were very well received with keynote speakers being Dr. Glasser and Brian Lennon (twice). Linda Harshman participated in 2002 Conference. During each Conference a promotion of the Croatian translation of one of new Dr. Glasser's book was organized.

Positions Held Within WGI:

IRT Basic Week Instructor 1992 to 2006; IRT Advanced Week Instructor since 2006;

WGI Quality School Committee 2015 to 2016; WGI Take Charge of Your Life Facilitator since 2015; WGI Take Charge of Your Life Mentor since 2016;

CART - *Croatian Association for Reality Therapy* Training Centre from 1998 to 2000; CART Quality School Committee leader 2014 to 2018; CART **Glasser Quality Teacher** Training Programme for Individuals working in different schools leader, since 2019

Awards and Other Forms of Recognition Received:

Professional reward *Ramiro Bujas* (Society of Croatian Psychologists, for social affirmation of Psychology 1980), and the recognition *Marulić: Fiat Psychologia* (Croatian Psychological Association – for extraordinary contribution in the Croatian applied psychology, 2006,).

Selected Books/Chapters of Books Authored or Co-authored Regarding CT/RT:

- **QUALITY SCHOOL IN CROATIA: CHOICE THEORY IN YOUR SCHOOL – A WAY TO A QUALITY SCHOOL – A SCHOOL WITHOUT COERCION** co-author with Anton-Toni Štemberger and Milivoj Vrabec of 8 Participant's Manuals (16 hours of a seminar each);



Dr. William Glasser with Mrs. Carleen Glasser, MA and dr. Brandy Roth visiting the Elementary School **Milan Brozović Kastav - Inauguration of the First GLASSER QUALITY PRIMARY SCHOOL in Europe Kastav, Croatia, June 6, 2006**

- **TEACHER AS A LEAD MANAGER** - A Manual For Teachers In A Glasser Quality School, co-author with Irena Crvak, 2016;
- I translated into Croatian Brian Lennon's book *Cool Anger Management 2008*, TCOYL workshop *Participants Manual, Facilitator's Guide and Mentoring Guide*, 2015., as well as various WGI texts and excerpts from Dr. Glasser's books not yet translated into Croatian.

Dr. William Glasser with Mrs. Carleen Glasser, MA and dr. Brandy Roth visiting the school *Gimnazija i strukovna škola Jurja Dobrile*, Pazin, Croatia 2006



The First GLASSER QUALITY HIGH SCHOOL IN EUROPE

(raised the Glasser Quality School flag on November 27, 2006)

Selected Workshops Presented or Co-presented Regarding CT /RT:

I delivered an official presentation in English at the:

- **Third European Reality Therapy Convention, workshop A practical Strategy of Teaching the 7 Caring Habits v Seven Deadly Habits: Dublin, Ireland, 25 July 2005.**
- **4th European and International Reality Therapy Conference on the topic Glasser Quality School in Croatia: Edinburgh, Scotland, 25 June 2009.**
- I designed and have held a cycle of seminars, workshops and professional meetings in Croatian under the common name **CHOICE THEORY AT YOUR WORKING PLACE** – a way to strengthen human potentials. In this way introducing dr. William Glasser's Choice Theory Psychology into so-called social services.

Glimpses Concerning Your Future Endeavors Regarding CT/RT:

- I am looking forward to the 7th European & International Conference 2020 in Šibenik, Croatia, hoping to find interested colleagues who would spread the new WGI/CART 96 hours **Glasser Quality Teacher Training Programme for Individuals** working in *different* schools.
- I shall continue to offer the **Take Charge of Your Life (TCOYL) Workshop and Mentoring**, believing that it is an efficient way to spread the ideas of Choice Theory Psychology to people who do not enter other WGI trainings.

Tammy Shaffer Totten, Glasser Scholar

- Adjunct Professor at University of the Cumberlands
- Contributing faculty at Walden University
- Therapist @ Alliance Counseling Associations
- Consultant with R3 Continuum – statewide crisis team
 - Provide disruptive event management (DEM) mental health response services

Degrees / Certifications

Ed.D , Texas Southern University, 2003 Houston, TX Dissertation: <i>The Clinical Implications of Critical Incidents for Emergency Care Workers</i>	Counselor Education & Supervision 01/1995 – 05/2003
M.Ed , Stephen F. Austin State University, 1991 Nacogdoches, TX	Counseling 07/14/89 – 05/18/1991
BA , Stephen F. Austin State University, 1989 Nacogdoches, TX	Psychology/Sociology 08/27/84 – 05/13/1989
MBA , Walden University (<i>In progress</i>) Specialty: Project Management	2019 - Present

LICENSES

Licensed Professional Clinical Counselor	(Lic # 104838)	KY (Issued 2/18/05)
Licensed Professional Counselor	(Lic # 12294)	TX (Issued 4/29/94)
Licensed Chemical Dependency Counselor	(Lic # 6627)	TX (Issued 1994)

CERTIFICATIONS

National Certified Counselor (#94137) National Board of Certified Counselors	2004
Certified Clinical Trauma Professional (CCTP)	2019
Choice Theory/Reality Therapy, Certified	2009
Approved Clinical Supervisor (#477)	2005

Selected Professional Experience

Walden University , Contributing Faculty	2009–Present
University of the Cumberlands , Adjunct Faculty	2014–Present
Western Kentucky University , Assistant Professor	2005-2010
Lindsey Wilson University , Adjunct Faculty	2009 -
2010 Mental Health/Mental Retardation Authority , ACT Clinical Team Leader 1998-2005	

Recognition/Grants

Glasser Scholar, The William Glasser Institute
The Second Annual National Board of Certified Counselors Foundation Symposium.
Washington, D.C. (June 2016). Minneapolis, MN. (\$750 Walden University RDS # 2016-6-48 grant awarded)

The 63rd North American Society of Adlerian Psychology (NASAP) North American Conference (May 2015). Philadelphia, PA (\$750 Walden University RDS Grant awarded)

The 2015 Association for Creativity in Counseling (ACC) National Conference (April 2015) San Antonio, TX (\$750 Walden University RDS Grant awarded)

Selected Publications Concerning CT/RT

Shaffer, T. (2012). Couples counseling and illness: The real deal. In P.A. Robey, R.E. Wubbelding, & J. Carlson, (Eds.). *Contemporary issues in couples counseling: A choice theory and reality therapy approach*. Routledge.

Burdenski, Jr., T.K., Faulkner, B., Britzman, M.J., Casstevens, W.J., Cisse, G.S., Crowell, J., Duba, J.D., Minatrea, N.B., Shaffer, T.F., Dyson, M., Gilchrist, S.B., & Graham, M.A.¹ (2009, Spring). The impact of the Glasser Scholars project on participants' teaching and research initiatives: Part 1. *International Journal of Reality Therapy* 28 (2), 43-49.

Selected Presentations Concerning CT/RT

Totten, T. (2019, Dec. 13). Use of Songs to Elicit Insight into Clients Basic Needs. Education session for the Association for Creativity in Counseling Conference. Clearwater, FL.

Shaffer, T. (2012, October.). Using Reality Therapy & Music to Help Couples/Families Deal with Chronic Illness. Education session for the 55th Annual Kentucky Counseling Association Conference.

Editorial Board Membership

Journal of Human Services	2020-Present
The Family Journal	2006-2020

CIVIC AND COMMUNITY ACTIVITIES/SERVICE

American Red Cross	2005-Present
Disaster Mental Health Specialist	
Several national deployments	
Educator/facilitator for Vet Court	
Services to Armed Forces (SAF) Facilitator	2019-Present
Phoenix Rising Inc.	2017- Present
Board of Directors	
Vice-President	2020-Present
Council on International Educational Exchange (CIEE)	2019-Present
Host Parent to student from Brazil	March 2019 - June 2019
Host Parent to student from Italy	August 2019 – June 2020

I am happy to consult on incorporating CT/RT into organizational, programmatic & group settings.

I incorporate elements of RT/CT in all of my undergraduate human services courses and graduate counseling courses.

Manuscript in progress for submission: Use of Songs to Elicit Insight into Basic Needs.

Brief Bio for Lee Triche

Lee Triche is a Senior Faculty Member with William Glasser International (WGI) and a Board Member of the Glasser Institute for Choice Theory-US; trained and certified in Reality Therapy/Choice Theory: an Advanced Practicum Supervisor; and a Basic Intensive Training Instructor with WGI; and President of Internal Empowerment, Inc.

He provides leadership and instruction in Reality Therapy, Choice Theory, and Scripture Therapy Counseling, thew study of "Why and How We Behave." His focus is to facilitate reframing, restoring, and reallocation of resources to enhance relationships, behavior, choices and self-trust; and has an extensive track record of providing consultant services in South America, Mainland China, South Africa, and other countries.

He is the developer of the first US, online Reality Therapy/Choice Theory Basic Intensive Training (BIT), which has been approved by William Glasser International, Inc.; a hybrid course blending self-paced and face-to-face interaction via ZOOM.

Triche is co-author of Self-Counseling with STACT and Scripture Therapy and Choice Theory; a California Association of Marriage and Family (CAMFT) Continuing Education (CE) Provider; and a State and Community Correction Provider.

Triche holds a PhD (ABD) in Public Policy; MA in Public Administration; BA in Behavioral Science with a Certificate in Criminal Justice & Corrections; and an AA in Sociology. He is a graduate of the John Maxwell University, and is a teacher, mentor, coach and motivational speaker.

Bob Wubbolding, "Who Am I?" Part I

Robert E. Wubbolding EdD, University of Cincinnati. Licensed Psychologist, Licensed Clinical Counselor, Board Certified Coach

Professional Positions: Professor Emeritus, Xavier University; former Faculty Associate Johns Hopkins University; former visiting professor University of Southern California Overseas Program: Japan, Korea, Germany
Current Position: Director of Center for Reality Therapy

Positions Held within William Glasser Institute: Attended first certification week 1975; appointed Senior Faculty 1983; appointed by William Glasser MD as the Director of Training (1988-2011); co-authored with Linda Harshman the *Policy and Procedures Manual*.

Selected Awards: Herman J. Peters Award: Ohio Counseling Association; highest award presented, presented only once previously, to an exemplary person with ten years experience, for the promotion of the counseling profession. 1986
Distinguished Presenter, International Association of Marriage and Family Counselors, March, 1999, San Diego.
Introduced Reality Therapy to: Singapore, Hong Kong, Korea, United Kingdom, Germany, Kuwait, India, Taiwan, and Japan.
Gratitude Award for Initiating Reality Therapy in the United Kingdom from the Institute for Reality Therapy United Kingdom, 2009.
In 2014 honored as a "Living Legend in Counseling" at the American Counseling Association Conference in Honolulu, Hawaii.
In 2016, received the title "Friend of William Glasser Institute Singapore," Singapore.

Selected Book Chapters: Over 40 textbook chapters and 7 articles in encyclopedias on reality therapy applied to mental health, schools, diversity, children and adolescents, including *Theories of School Counseling for the 21st Century* (2019), Eds. C. Dollarhide & M. Lemberger-Truelove; *Counseling Children & Adolescents* (2019), Eds. A. Vernon & C. Schimmel; *Contemporary Theory & Practice in Counseling & Psychotherapy* (2016), Eds. H. Tinsley, S. Lease, & N. Giffin Wiersma.

Selected Journal Articles:

Wubbolding, R. (2017). The three-fold legacy of William Glasser, MD. *International Journal of Choice Theory and Reality Therapy*, 37(1), 17-21.
Wubbolding, R., Casstevens, W., and Fulkerson, M. (2017). Using the WDEP system of reality therapy to support person-centered treatment planning. *Journal of Counseling and Development*, 95(4), 472-477.
Wubbolding, R.E. (2015). The voice of William Glasser: Accessing the continuing evolution of reality therapy. *Journal of Mental Health Counseling*, 37(3), pp. 189-205.
Wubbolding, R.E. (2007). Glasser quality school, *Group Dynamics: Theory, Research and Practice*, 11(4), 253-261.
Wubbolding, R.E. & Wubbolding, S.T. (2013). Counseling profession loses a friend and legend of counseling. *Counseling Today* p. 56 October.

Selected Presentations: 2019 only

Keynote: "I Don't Need Help. Other People Need Help. Well, Maybe I Need a Little Help."
45th Advanced International Winter Symposium: addictive Disorders, Jan. 27, 2019.
Colorado Springs, CO. (2 presentations)
"How to Deal with Clients Who Feel Oppressed and Discouraged: Reality Therapy in Action."

American Counseling Association, Mar. 28, 2019, New Orleans, LA.
"Demonstration: Group Reality Therapy Applied to Stages of Group Development." American Counseling Association, Mar. 30, 2019, New Orleans, LA.
Panelist: "Is There a Book Inside of You Waiting to Be Published?" American Counseling Association, Mar. 30, 2019, New Orleans, LA.
"Helping Clients Divert Themselves from a Career of Addiction." US Journal National Conference on Adolescents and Young Adults, Apr. 24, 2019, Las Vegas, NV.
"Dealing with Resistance, Hostility, Resentment, Avoidance and Excuses." US Journal National Conference on Adolescents and Young Adults." Apr. 25, 2019, Las Vegas, NV.
"Practical Skills for Counseling Clients Who Are Spiraling Downward from Their Addictions." US Journal National Conference on Adolescents and Young Adults, Apr. 25, 2019, Las Vegas, NV.
"Dealing with the Effects of Trauma." Ericksonian Congress, Dec. 12, 2019. Phoenix, AZ.

Selected Books:

Wubbolding, R. E. (2019). *A choice theory psychology guide to depression*. The Choice Theory in Action Series, Amazon.com.

Wubbolding, R.E. (2017). *Reality therapy and self-evaluation, the key to client change*. Alexandria, VA: American Counseling Association.

Wubbolding, R.E. (2011). *Reality therapy: Theories of psychotherapy series*. Washington, DC: American Psychological Association.

Wubbolding, R.E. (2000). *Reality therapy for the 21st century*. Philadelphia: Brunner Routledge.

Wubbolding, R. E. (1988). *Using reality therapy*. NY: Harper & Row.

Wubbolding, R.E., & Brickell, J. D. (2001). *A set of directions for putting and keeping yourself together* (2nd ed.). Warminster, PA: Marco Products Inc.

Glimpses of the Future: My mission is three-fold: 1. To preserve, develop and extend the work of William Glasser. His primary contribution is reality therapy based on choice theory. I believe it is misguided to promote the notion that, "We do choice theory." We don't do gravity. Gravity *explains* why an object falls to the floor when dropped. Moreover, when asking authors and leaders in the professions "What will Glasser be remembered for?" Approximately 95% say "reality therapy." 2. To teach an increasing number of professional persons and the public in general, the value and methodology for applying reality therapy to their own lives, to their children and to everyone they contact. 3. To apply reality therapy/choice theory in new and creative ways to individual audiences, how RT/CT is applied to mental health, addictions, education, corrections, parenting, management and all human relationships.
"He is one of my closest and most trusted associates. I couldn't recommend anyone more highly." William Glasser MD

Bob Wubbolding, "Who Am I?" Part II (Personal Commentary)

I have an activity that I use in various trainings. Participants briefly answer the question, "Who am I?" using several of the following categories: gender, race, religion, credentials, occupation, income, organizational affiliations, political views, place of residence, family, hobbies, professional goals, place of origin, name, age, social security number, credit rating, military rank, awards, sports accomplishments, past history, and/or famous acquaintances.

Using occupation, I am a retired professor from Xavier University who continues to teach and conduct trainings far and wide. Using professional goals and accomplishments, I plan to author at least seven more books. I've already published 18 books and over 41 chapters in professional textbooks. Regarding family, I'm the youngest of 6 children, 4 of whom are deceased. My wife, Sandie, is an editor and my best friend. My age is classified! Awards – many. My sports accomplishments are *watching* basketball, baseball, and football.

The next step in this activity is to ask students to answer, "Who am I?" without referring to any of the above categories. And so, "Who am I?" I have several close friends whom I would trust with my life. I have already trusted my wife with my life (as did she with me). I value very highly my achievements within and outside of the William Glasser Institute and I am very concerned about its current status and direction. I have always had a high need for freedom which has been met in most of my jobs. My current partial retirement has afforded me many opportunities to satisfy the need for freedom, independence, and autonomy. I am proud of the ways I address my need for fun: exercise, travel, staying abreast of current world events. I am thrilled when I discover a basis for theoretical principles such as the fact that approximately 400 repetitions are needed to create a new synapse in the brain – unless it is done with play, in which case it takes between 10 and 20 repetitions. I have discovered the neuroscientific basis for the need for fun as stated by Dr. Karyn Purvis. This fact and my good fortune gained in learning it is immensely internally satisfying.

IMPORTANCE OF THE FRANCOPHONE COMMUNITY IN SPREADING GLASSER'S IDEAS IN QUEBEC, CANADA

Abstract

The purpose of this tribute is to highlight three members of The William Glasser Institute who blended cultures and served as catalysts for change through the formation of the Association Québécoise de la Thérapie de la Réalité. The A.Q.T. R. board of directors impacted all members of the Glasser Community. They were instrumental in working with two publishing houses in the province to translate almost all of Dr. Glasser's books into French.

THE FRENCH CONNECTION



Richard Coutu

Claude Marcotte

Louise-Nicole Dupuy

The early training in Québec was done mainly by instructors from the United States and other parts of Canada: Bill Abbot, Perry Good, Ron Harshman, Lynn Sumida, Hélène Grenier, Diane Gossen, and Jim Montagnes, to name a few. Dr. Glasser seemed to enjoy translation but did not favor simultaneous translation, which was very expensive at that time. Louise-Nicole Dupuy played an important role in listening to what Dr. Glasser had to say. She listened, and translated his presentation and role-play into French. I am not sure this would be welcomed today but the ideas were so great that many were willing to absorb as much as possible and welcomed the extra time with a great mentor. Richard Coutu and Louise-Nicole Dupuy with Claude Marcotte and others were instrumental in getting almost all of Dr. Glasser's books, at that time, translated into French by two publishing houses, Les Éditions Logiques and Chenelière-McGraw Hill.

The Association Québécoise de la Thérapie de la Réalité [A.Q.T.R.] was key in promoting and teaching Glasser's work within the social services organizations that embraced Glasser's ideas throughout Québec: group homes, education, and the penal system. As a result, Québec enjoyed its own trainers: Francine Bélair, Pierre Brunet, Claude Marcotte, Richard Coutu, and Jean Seville Suffield. I joined the A.Q.T.R. as a director in the late 90's and enjoyed the leadership of several presidents such as Gilles Dumas, Donald Tremblay, and Claude Marcotte and other members of the board: Gervais Sirois, Ginette Biron, Claude Dufour, Denis Chayer, Vallyer Tremblay, Anne Hélène Dussault, and Pierre Tremblay. Dr. Glasser had attended a Quality School conference in Rimouski, Québec, which was

organized by Gilles Dumas and Gervais Sirois. Richard and I had the privilege of driving Dr. Glasser there. Now, we are not speaking of an 'hour or two' trip here. It is quite a distance; however, Richard stopped often so Glasser would not become too tired. He kept saying, "This is far! This is really far." There were over five hundred (500) people in attendance, so as we know, the bigger the crowd, the better the Glasser. The interesting part was that whenever he saw me after this event, he would remind me just how far *Re mouse ski* was!

Dr. Glasser wrote, "One of the highlights of my year was to present my ideas to the Québec Association for Reality Therapy in Alma Québec. What I was most pleased about was the competence the group showed me in their understanding of choice theory, which is the key to using all my present work. It is also the core of a happy, successful personal life. I believe that choice theory is being used both personally and professionally in Québec and I very much want to return to the next conference when my new book on mental health is out. I also appreciated the hospitality that I was shown by the organizing committee from the time I got off the plane. My only regret is that I don't speak French, but I was made to feel very welcome with all I have; my English. I congratulate the organizing committee for a very well-run conference. Thank you."

At the outset of bringing Glasser's ideas to Canada, Linda Harshman told me that Québec had the highest number of people who were certified within the Institute's early days. Many were very successful and I would like to acknowledge Bob Cantin who has co-written a couple of books and worked so effectively for years with what we would call "challenging students!" He tells the story of bringing his class to the home of a student who was intending to skip school so she would realize how much he and her fellow classmates cared about her.

One of the most notable bodies of research on reality therapy was conducted by our French Connection. After working in four group homes in Québec City, under the leadership of Claude Marcotte, in-house trainer, and lead researchers, (Sylvie Bilodeau, Guylaine Frenette, Annie Roberge, and Geneviève Robichaud) the team published their report, *"Project: Impact R.T. The Impact of Reality and Choice Theory applied for the last five years in four group homes of the Centre jeunesse de Québec - Institut universitaire"* through the University of Laval. Physical force [restraints] were reduced from over 300/day to almost none from 2001 - 2006. The study has been translated and published in the *Journal*, should anyone wish to read the complete report.

Submitted by Jean Seville Suffield, DNM
President, Glasser Canada
Senior Faculty WGI

(Photos courtesy of the authors)

Excerpt modified by Dr. Jean Seville Suffield from the International Journal of Choice Theory and Reality Therapy • Spring 2017 • Vol. XXXVI, number 2 • 2