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Choice Theory® and
Reality Therapy

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Recommended CT/RT "Brief Bio" Template --   See p. 4

Journal Access Information:

In order to maximize accessibility to the Journal the reader is urged to go to the following website: **www.wglasserinternational.org** then click **Journals**.

All Things Regarding the International Journal of Choice Theory & Reality Therapy

IJCTRT Editor:

The current editor of the Journal is **Dr. Thomas S. Parish**, who is an emeritus professor at Kansas State University in Manhattan, Kansas. Tom earned his Ph.D. in human development and developmental psychology at the University of Illinois, located in Champaign-Urbana, Illinois. He is also CTRT certified and has authored or co-authored hundreds of articles that have been published in more than thirty professional refereed journals. More than a hundred of these articles have been directed at examining the effectiveness of Choice Theory/Reality Therapy in diverse populations. Tom and his wife (i.e., Joycelyn G. Parish, Ph.D.) recently served as consultants for LDS Family Services (2013-2015) in Independence, Missouri, and they currently co-own Parish Mental Health and Life Coaching of Topeka, located in Topeka, Kansas. Any correspondence, including questions regarding the Journal, 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) 861-1379.

Since space is limited, the reader is urged to refer to any of the previously published IJCTRT journals that have been published on-line since 2010 regarding any of the following topics:

IJCTRT mission

Publication schedule

Notices to authors and readers

Permissions

Finding CT/RT articles published between 1981-2009

Finding CT/RT articles published between 2010-present—Go to www.wglasserinternational.org then click Journals.

Special Announcement Regarding the Fall, 2020 issue of the *International Journal of Choice Theory and Reality Therapy:*

No more delays! This is it! The next issue of the Journal (to be published in October 2020) should be inclusive of all of those who have been involved with Choice Theory and/or Reality Therapy . . . in any capacity! The following article by yours truly should spell out what we all need to do in order to make this historical document as complete as possible.

What Follows is the Proposed Template for Members and Friends of WGI. Notably, however, each CT/RT "Brief Bio" may take any form, but should not exceed two pages in length*, use Verdana font, and 10 point-sized print. The following headings, however, may appear in BOLDED "11" sized type.

Name of the individual and current affiliation (or most recent affiliation)
Also list degrees/certifications, including institutions majors and completion dates
Professional positions held to-date
Positions held within WGI
Awards and other forms of recognition received
Selected books/chapters of books authored or co-authored regarding CT/RT
Selected journal articles authored or co-authored regarding CT/RT
Selected workshops presented or co-presented regarding CT/RT
Selected paper presentations presented or co-presented regarding CT/RT
Special events with which you have been associated regarding CT/RT
Glimpses concerning your future endeavors regarding CT/RT

*A new section has also been added to your CT/RT "Brief Bio" which may run onto a third page. In this section each person may add information regarding his/her special skill sets, abilities, and/or experiences that would be especially beneficial during times like the COVID-19 crisis when communication could be vital, but meeting in large groups might not be permissible. Please see additional details in the article that follows.

REGARDING THE CT/RT "WHO'S WHO" FOR WGI MEMBERS AND FRIENDS

Thomas S. Parish, Ph.D., CTRTC, Editor, IJCTRT

Well, this is the long-awaited Spring 2020 issue of the *International Journal of Choice Theory and Reality Therapy*, which was to include the CT/RT "Brief Bios" of WGI's members, past-members and friends. Unfortunately, however, after careful deliberation, I have decided to postpone this important inclusion until the Fall 2020 issue of the Journal since I didn't wish to leave the wrong impression upon our future readership! Allow me to explain. You see, while I don't know how many people have ever sat through an "intensive week," or had received their CT/RT Certification, or simply considered themselves to be friends of the WGI organization, I would estimate that that number is in the thousands, especially if you count the individuals who are no longer with us, but should certainly be remembered too! This being so, at present I have received only **43 CT/RT "Brief Bios,**" (See Appendix A for a list of those already included among these "Brief Bios"), but so few listed really disappoints me, since I have been in this organization for over forty years and have known (or at least have met) many of you and believe that not being included in this (once-in-a-lifetime) CT/RT "Who's Who" is truly unfortunate! Here's why:

First off, in other professional organizations such "Who's Who" documents usually charge a fee (which is usually quite expensive), either to the person biographed, the readers, or both. Instead, there is absolutely no-charge to anyone who is included in this list of CT/RT "Brief Bios," nor those who get a copy of it.

Second, the William Glasser Institute, WGI, and/or all of its offshoots, have been in existence for some time, yet I couldn't tell you where any public register is of its members, be they living or otherwise! What a terrible loss! Such a document would certainly have historical implications for the organization per se, as well as for anyone who is, has been, or will be involved in this organization. For this reason alone members and friends should definitely wish to fill out their own CT/RT "Brief Bios," and/or other dearly loved past members or friends, and e-mail them to me at parishts@gmail.com as soon as possible, but no later than September 15, 2020. If you seek to do such a commendable service for a friend, I think you should also indicate that you did it, for such a thoughtful act should be recognized and not be forgotten.

Third, believe it or not, our CT/RT "Brief Bios" will likely become a fantastic advertising document for all of those included within them. For instance, you can include things in your RT/CT "Brief Bio" that could provide crucial information that might result in school superintendents and/or business leaders calling you to arrange to have you make a presentation, and/or serve on an evaluation team to help enhance their group's level of performance. Such experiences often provide those so invited with a nice honorarium, too, but these honoraria won't likely come to those who were not listed in this document!

Fourth, people who do research in related areas may invite you to join them to do research together with them, or to jointly make presentations if you are so inclined. Once again, though, if you're not listed in our CT/RT "Brief Bios," you'll not likely ever receive that invitation that might be a springboard to your path toward many future successes!

Fifth, with the COVID-19 scare currently, and any other pandemic disasters that may likely be coming our way in the future, you may wish to add a section at the end of your CT/RT "Brief Bio" that highlights your special skill sets, abilities, and/or experiences that would be

especially beneficial when people are not allowed to assemble in large groups, but may be contacted remotely by others, or ways by which you might be able to contact them. Once you have completed this section, be sure to draw a box around it in order to assure that it is likely to be noticed by anyone who might be in need of your services. Notably, this section can be continued upon a third page of your CT/RT "Brief Bio," if two pages won't provide you with sufficient space to adequately "do the job!"

Bottom line, according to Dr. Gary Applegate, "invisible (really) is miserable," and by not including your "Brief Bio" in the CT/RT "Who's Who" coming out in the next issue of IJCTRT, you (and perhaps others, too) will likely miss out on something that would cost you nothing up-front, but would have been a great benefit to you for many years to come!

Said somewhat differently, never worry about whether or not you have a "good opportunity," just be sure that you're "good" to "every opportunity!" Oh, and by the way, being included in this CT/RT "Who's Who" is definitely an opportunity, but it won't be a good opportunity for you if you're not included within it! Yes, it truly is your choice, so please choose wisely!

For more than four decades Bob and Sandie Wubbolding (2020) have been dear friends of mine and have often seen me engaged in efforts to help others to succeed. In fact, I have said on numerous occasions that my primary purpose in life is to be "the wind beneath others' wings," and they have personally attested that this is so in their recent tribute to me! So you should understand that for this reason I am urging you to submit your CT/RT "Brief Bio" to me since I firmly believe that it should be very helpful in various ways to all those who are included therein!

Remember, you simply need to . . .
Do it!
Do it right!
and Do it right now!

Reference

Bob & Sandie Wubbolding (2020). Our tribute to Tom Parish. *The International Journal of Choice Theory and Reality Therapy*, 39-2, 8-9.

Appendix A

WGI members and friends:

What follows are the sum total of all the "Brief Bios" that I have received as of March 1, 2020, all of whom will be included in the next issue of the *International Journal of Choice Theory and Reality Therapy*, which will be distributed within the next six months. If your name is on this list, congratulations to you for it is truly an honor to have your name appear with so many others that have all contributed so much to the WGI organization over the years. If you're not, or if you know of others that should be included—but aren't—now is the time to be reminded/or to remind them, to get their "Brief Bio" into me ASAP!
Thank you for all you do, and have done, for WGI! It is greatly appreciated!

Sincerely . . . Thomas S. Parish, Editor, IJCTRT

Brief Bios have been received for the following individuals:

Bruce Allen
Rolf Ahrens
Satoshi Aoki
John Archibald
Francesco Frenchie Bazzocchi
Cheryl Brown
Rhon Carleton
Liette M. Collier
Asja Palanic Cvitaovic
Wendell Dryden
Jane Hale
Nancy Herrick
Shari Holland
Ivan Honey
David Jackson
Sharon Carder-Jackson
Masaki Kakitani
Gwen Kassell
Lois DaSilva Knapton
Jagoda Tonsic-Krema
Carol Kretzmann
Brian Lennon
Daniel M. Linnenberg
Bosilka Boba Lojk
Leon Lojk
Robert J. Martin
Maureen Craig McIntosh
Janette More
Janet Morgan
Kim Olver
Joycelyn G. Parish
Thomas S. Parish
Martin Price

Terri-Ann Richards
Patricia Robey
Kalikamurti Saraswati Suich
Bradley Smith
Jean Seville Suffield
Lynn Sumida
Bob Wubbolding
LATE ADDITIONS:
Bette Blance
Judy Hatswell
Shelley Brierley

OUR TRIBUTE TO TOM PARISH
Bob & Sandie Wubbolding

Abstract

Tom Parish has described his mission as that of helping others to succeed. "I am the wind beneath your wings" is his motto. In his huge volume of scholarly work, his journal editing and his encouragement of potential authors, he has demonstrated his efficacious commitment to making choice theory and reality therapy a respected system in the professional world. Working with his wife, Joycelyn, he has developed a countless number of assessment and evaluation tools that he freely shares with anyone seeking such instruments. Not satisfied with scholarship and editing, Tom has also been a loyal friend to many people in the choice theory/reality therapy world.

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Anyone who has edited anything knows the challenge, the difficulties, the needed time commitment, the courage to say "change and resubmit" and the necessity to say "No" diplomatically. In communicating "No" to people submitting articles, editors also need to be prepared for potential authors to drop their projects and never to re-submit. He stands side by side with his wife, Joycelyn, a scholar herself, who assists him in his work as editor, coach, and consultant.

Tom Parish has demonstrated all of these personal and professional qualities as well as many more. His characteristics that qualify him to wear the following labels are numerous.

Seasoned Professional

Tom earned a doctorate in human development and developmental psychology from the University of Illinois in 1972. He has published in more than 30 professional refereed journals. This accomplishment alone merits him a special place as a model for authors and researchers. To have even one publication in a recognized professional journal merits him a highly respected status both within and beyond the William Glasser Institute (Glasser Institute for Choice Theory). Currently, he enjoys the title Professor Emeritus at Kansas State University. Additionally, during the '90s, he served as the assistant to the dean in the College of Education as well as the assistant to the dean of the College of Human Ecology, both at Kansas State University. A frequent presenter at Institute conferences, he has shared a countless number of research instruments useful for students and other credentialed professionals seeking assessment and evaluation tools. He assumed the role editor-in-chief for the *International Journal of Choice Theory and Reality Therapy* in 2010 after the unfortunate death of Dr. Larry Litwack, who was the Journal's previous and original editor. Tom stressed the need for continuous quality improvement before accepting submissions for publication. Moreover, he required no on-the-job training. From the very beginning, he has been a consistent and scholarly editor. I know from much professional involvement in many professional associations that the status of the journal continues to increase in respect. When university instructors, licensed professionals, and graduate students ask us, "Do you have a journal?" their non-verbal behavior indicates not merely surprise, but approbation, increased regard, and even honor for reality therapy, its underlying theory, and of course the founder, William Glasser, MD. As Sandie, a former French teacher has observed, they obviously show *beaucoup égards*. This implicit and sometimes explicit commendation is in many ways due to the relentless work and high-level commitment of Tom Parish. We are all indebted to him.

Loyal Friend

We regard Tom as much more than a colleague. We have not only engaged in professional consultations with him, but we have also shared personal information with him with the assurance of confidentiality. To speak with Tom Parish is to talk with a warm, capable person in whom we have the utmost confidence that increases with his shared words of wisdom, calm sage advice and his experienced perspective. He always brings a sense of reasonableness to sensitive issues and conflict. Both Sandie and I regard him as a close, trustworthy, reliable confidant and friend. To salute him appropriately we venture outside our solar system with the wish, "Live long and prosper." We owe him unlimited gratitude.

Brief Bios—

Bob Wubbolding, Ed.D., LPCC, BCC, CTRTC, is currently a Senior Faculty Member of William Glasser International, the former Director of Training with the William Glasser Institute (1988-2011), and Professor Emeritus at Xavier University in Cincinnati, OH.

Sandie Wubbolding, M.Ed., CTRTC, is a Practicum Supervisor and a retired French Teacher, and the Administrator at the Center for Reality Therapy (in Cincinnati, OH), plus she's been an Editor too. For the last 38 years she's been married to Bob Wubbolding.

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 Dr. 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—in 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 • 11

REVIEW of TWO CHOICE THEORY BOOKS

Dr. Zachary Rapport

Abstract

In this article, I review and comment on two books. The first book is *Happiness: How to make yourself happy* by Carleen Glasser. The second book is *Depression: Lift your mood* by Dr. Robert Wubbolding.

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Book #1

Happiness: How to make yourself happy is written by Carleen Glasser. It includes some introductory remarks, an outline of choice theory, and 20 short chapters written by 20 different authors. Each author is given the task of answering two questions: (1) How would you define happiness? (2) When and how have you experienced happiness in your lifetime? After each author's story, Carleen comments on the story. Specifically, she goes over how the story illustrates ideas from choice theory and how readers can apply those ideas to their own lives. Some stories appealed to me more than others. Some authors showed a greater understanding of choice theory than others. Whatever their understanding, Carleen's comments bring the stories to a teachable moment or take away. The stories are not presented in a formal setting—such as counseling situations, places of employment, or schools. That aspect of this book makes it unique from other Glasser books. To all the authors who contributed their happy moments from their lives—thank you for sharing!

Book #2

Depression: Lift your mood is written by Dr. Robert Wubbolding. It includes introductory remarks and nine chapters. The book is written in easy-to-understand language. Fortunately, it lacks the typical arrogant sounding big words or complicated sentence structures other authors might use. Even the titles for each chapter are written in simple language (Examples: Do you know anyone who feels...?; Why do I feel miserable? Why do other people feel miserable?). As you read the book, you might get the impression you are having a casual conversation with Dr. Wubbolding and he is giving you advice like a very wise best friend. I mention the above because it provides the book with an inviting feeling. If you struggle with unpleasant sad emotions, this book exudes with warmth and compassion—especially the three separate dialogues between a counselor and Lee, Maria, and Eve. The book offers hope for a happier life and a clear path to it using the WDEP approach and other exercises. Dr. Wubbolding (2019) wrote: "Of course, it [feeling depressed] could be extremely serious, requiring specific medical assistance and even hospitalization" (p.10). The above statement might lead the reader to believe that reality therapists support psychiatric drugs and involuntary hospitalization. That would go against the main ideas that Glasser (2003) wrote about in his book, *Warning: Psychiatry can be hazardous to your mental health*. Because Dr. Wubbolding's book appears to be written for people who are depressing, steering away from needless controversy and staying focused on improving is probably a good idea. Still, one of the things that makes choice theory and reality therapy an enlightened approach to mental health is that we do not subscribe to a medical model of human emotions. Instead, we promote the idea of total behavior and emphasize personal responsibility for our choices. I appreciate the contribution Dr. Wubbolding's book makes to minimizing human suffering. I recommend reading the book.

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Glasser, W. (2003).Warning: Psychiatry can be hazardous to your mental health. New York, NY: Harpercollins.

Wubbolding, R. (2019). *A choice theory psychology guide to depression: Lift your mood*. Columbia, SC (Independently published).

Brief Bio--

Dr. Zachary Rapport has experience counseling people who take drugs. He has taught courses at colleges and universities for over 23 years. He has worked as a crisis counselor, and as a Chair for the Department of Counseling, Psychology, and Social Sciences at Argosy University. He holds a graduate certificate in Alcohol and other drugs from Western Michigan University and the following degrees: B.A. in Psychology, Michigan State University; M.S. in Mental Health Counseling, Nova Southeastern University; M.A. in Education, San Francisco State University; MPA in Public Administration, Kaplan University; and an Ed.D in Education, Leadership, and Management, Alliant International University. He trained with William Glasser, Carleen Glasser and Robert Wubbolding—Choice Theory and Reality Therapy Certified in 2001. When he is not researching, writing, or teaching, he's hiking the trails and taking photographs of our beautiful regional, state, and national parks.

THE FIVE PARTS OF EVALUATION QUESTIONS

Dr. Zachary Rapport

Abstract

In the Choice Theory and Reality Therapy realm, all evaluation questions include five parts: time, choice theory topic, entity, direction of flow, and value word. Examples of each part are provided.

The Five Parts of Evaluation Questions

Evaluate means, to decide the value of something. Getting others to *evaluate* is the core of reality therapy (Wubbolding, 2011).

Given the importance of using questions to elicit evaluations, the more tools we have to create such questions, the better.

I found hundreds of evaluation questions in some of the books written by Dr. Robert Wubbolding (Wubbolding, 1986; Wubbolding, 1991; Wubbolding, 1995; Wubbolding, 2005; Wubbolding, 2011; Wubbolding, 2017; Wubbolding, 2019).

As I reviewed these questions, I kept asking myself: *What do all these questions have in common?* If I identify the common parts, other practitioners and I can use that information to identify and create new evaluation-type questions.

What do all these questions have in common? In this article, I offer you the first version of my answer to that question. Over time, I intend to refine the information below and offer other versions.

Questions that get people to evaluate have 5 parts in common:
1. Time
2. Choice Theory Topic
3. Entities Involved
4. Direction of Flow
5. Value Words

Time: Each question includes a part related to time. It asks either about the past, present, or future. Often the first word in a question tells you about time: Did (past), do (present), will (future).

Choice theory topic: Each question includes an idea that comes from the writings of William Glasser, Carleen Glasser, or Robert Wubbolding. Some of the main choice theory ideas include the following: Want, need, perception, commitment level, overall direction and purpose, doing, thinking, feeling, physiology, result, plan, choice, relationship.

Entity involved: The word *entity* means, *something that exists as a single actual thing*. Each question includes an entity: me, another, a relationship, group, physical object, and/or activity.

Direction of Flow: The word *flow* means, *to go from one place to another in a steady stream*. Each question includes the direction an evaluation flows. An evaluation starts with at least one entity and ends with at least one entity. If you evaluate something related to yourself, the flow starts with you and ends with you: **"A"**. If you evaluate something related to another, the flow starts with you and ends with the other or a group of others: **A → B**. Unless you can read an entity's mind, any questions that ask you about other people's evaluations is asking for your perception: **A ← B** or **C ←→ D**.

Value Word: This is a word that involves a principle, standard of behavior, or judgment. The words "helping or hurting" get people to place a value on the topic. Other words can do the same thing. You can replace the words "helping or hurting" with any of the following value words:

- acceptable / unacceptable
- advantage / disadvantage
- attainable / unattainable
- beneficial / harmful
- best effort / least effort
- clear / unclear
- closer / farther away
- compatible / incompatible
- desirable / undesirable
- doable / undoable
- easy / difficult
- effective / ineffective
- enhance / diminish
- excellent performance / minimal performance
- helpful / unhelpful
- high quality / low quality

- Important / unimportant
- meaningful / meaningless
- pleasure / pain
- plus / minus
- productive / destructive
- possible / impossible
- realistic / unrealistic
- results-centered / futile
- satisfy / dissatisfy
- short term / long term
- significant / trivial
- success / failure
- useful / not useful
- willing to sacrifice / not willing to sacrifice
- within reach / out of reach
- workable / unworkable
- worth it / not worth it

To create your own questions, start with the basic one: **Is that helping or hurting?**

Examples of **time**:
Past: *Did* that help or hurt?
Present: *Is* that helping or hurting
Future: *Will* that help or hurt?

Examples of **choice theory topics:**
Is *breaking the rules* helping or hurting?
Is *procrastinating* helping or hurting?
Is *following your diet* helping or hurting?
Is *losing your patience* helping or hurting?
Is *exercising* helping or hurting?
Is *talking sweetly* helping or hurting?
Is *doing your homework* helping or hurting?
Is *studying* helping or hurting?
Is *thinking that thought* helping or hurting?
Is *that belief system* helping or hurting?
Is *your plan* helping or hurting?

Examples of the **entity:**
Is that helping or hurting *me*?
Is that helping or hurting your *husband Tom*?
Is that helping our hurting *the relationship* between you and your best friend Joan?
Is that helping our hurting your *employer Acme*?

Examples of **value words**:
Is that *attainable* or *unattainable*?
Is that bringing us *closer* or pushing us *away*?
Is that *satisfying* or *unsatisfying*?
Is that *useful* or *not useful*?

In summary, evaluation questions have five parts. You can more easily identify evaluation questions and create them now that you know the parts.

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Brief Bio--

Dr. Zachary Rapport has experience counseling people who take drugs. He has taught courses at colleges and universities for over 23 years. He has worked as a crisis counselor, and as a Chair for the Department of Counseling, Psychology, and Social Sciences at Argosy University. He holds a graduate certificate in Alcohol and other drugs from Western Michigan University and the following degrees: B.A. in Psychology, Michigan State University; M.S. in Mental Health Counseling, Nova Southeastern University; M.A. in Education, San Francisco State University; MPA in Public Administration, Kaplan University; and Ed.D in Education, Leadership, and Management, Alliant International University. He trained with William Glasser, Carleen Glasser and Robert Wubbolding—Choice Theory and Reality Therapy Certified in 2001. When he is not researching, writing, or teaching, he's hiking the trails and taking photographs of our beautiful regional, state, and national parks.

CHOICE THEORY VS. COMMON SENSE: RELATIONSHIPS

Danko Butorac

Abstract

In this article I'm trying to answer two crucial questions: 1. Is relationship a bathtub or a coffee table? 2. Is relationship your fault, my fault or our fault? When we offer an answer to these two important questions, maybe we could shed some light on what relationship really is. In this article I'm opposing the traditional definitions of relationships and giving argument for understanding relationship from the Choice Theory perspective – given the premise that I understand a little bit of Choice Theory. Apart from Dr. Glasser, my teachers have been Bosiljka and Leon Lojk. Besides these three, I will also borrow ideas from other theorists, such as Paul Watzlawick.

Introduction

While relationships are something that most people talk about, there seems to be little understanding about what a relationship really is. Different theories (from mathematics, philosophy to psychology) provide different views on relationship. ... Most would agree that a relationship is something among two objects (or persons), and these objects (or persons) are in a relationship. Words "among", and "in a" are really the key words in this article and talk more about understanding of relationships than any other words.

Choice Theory Perspective

If we look from the Choice Theory viewpoint, relationship can never be anything but behaviour because axiom number eight claims that "All we do is behave." (Glasser, 1999). So, if a relationship is anything – it's a behaviour or set of behaviours. If we are relating, we are behaving. To relate is to behave. If we go one step further, looking at relating to others, we may say that relationships are our behaviour around another person. And because in Choice Theory we know that every behaviour serves a purpose – meeting our needs, therefore relating means meeting our needs with others. So, we can say that relationships are our behaviours around another person which are hopefully meeting our own needs. Actually we use precisely this definition when we teach Choice Theory: "Relationship is our behaviour around others with which we are meeting our own needs."

Application within Therapy – Useful Metaphors

Most people don't understand the term "relationship" in Choice Theory terms. Most clients in counselling talk about relationship in one of two ways, which reflect common beliefs about relationships:

1. Relationship is something between two (or more) people.

2. Relationship is often deemed to be the other person's fault. It can be understood by describing what the other person (who is usually not present at this moment) is usually doing or has done.

So, maybe we can look more closely at these conceptions of relationship:

1. Let's assume we have two people "in the relationship". And there is a third phenomenon surrounding these two people – called relationship. When we say they are "in a relationship" it's as if though they are sitting in a boat, or a bathtub. Is relationship a bathtub?

2. Some people talk about "our relationship" or relationship between two people. Like when you and I sit by our coffee table and the coffee table is between us. Is relationship a coffee table?

Be it a bathtub, or a coffee table, for most people relationship is a third entity. It's not me, and it's not you – it's something of ours. It's a third person, concept or a thing. And it's usually something you are polluting, destroying or breaking. If relationships were indeed a third entity, it should be possible to sense it or measure it in some way, but the human race fails miserably at doing that. Why? Because there is no instrument to measure human relationship as a third party. By extension, as far as relationships are concerned, they're generally immeasurable. Rather, we can only measure our behaviours.

We can measure the behaviour of one person, and we can measure behaviour of another person. That's two behaviours to measure when two people relate to one another.
The relationship "between two persons" is not tangible and can't be experienced by any human sense.

Did humans invent a construct they call relationship? Indeed! The question is "why?" What experience do we want to describe by talking about relationship between us or the one we are in? Why do we need a third party – separate from the two individuals - which we call relationship?

Choice Theory offers an answer – No. The relationship is not a separate entity from individuals. The relationship is the way the person behaves around another person.
This may sound a little harsh: "No. There is no "our" relationship. No bathtub, no coffee table". But if we can't feel the relationship it's outside of our experience, still there is a possibility that "our relationship" exists even though we can't sense it. Right? We can't hear ultrasound, but it doesn't mean ultrasound doesn't exist.

Relationships, of course, do exist, even though they're not "ours". All we ever do is behave – says Dr. Glasser. So, when two people are facing each other, there is one person behaving, and there is the other person behaving. This makes two behaviours. Two relationships.

We can also measure neural activity and brainwaves. And when two people relate, that's two brains we need to measure – again two relationships.

A useful metaphor for relationship in Choice Theory terms would be "bicycle". Two people are riding a bicycle – not a tandem, just a plain old bike – each is riding one. They are deciding whether they want to ride together or take separate paths, whether they want to lead or follow. But in any case, each rider rides his/her own bike, pushes on the cranks and steers.

In case they want to start steering another person's bike (controlling another person), it will most probably result in a crash. It's extremely difficult to maintain balance and steer two bikes at once. And that becomes more apparent if the other rider doesn't want us to steer his/her bicycle.

Is the relationship your fault, my fault, or our fault?

A person's behaviour is not the cause of the relationship, but behaviour is the relationship. One of the axioms of Choice Theory states that "All behaviour is total behaviour and is made up of four inseparable components: acting, thinking, feeling, and physiology." So, if the relationship is behaviour, the relationships are also total and have four simultaneous processes: acting, thinking, feeling and physiology. Even though not all Watzlawick's axioms can apply to this definition of relationship, the first one does: "One cannot not communicate" (Watzlawick, 2000).

Saying "our relationship is your fault", which is a common theme of our counselling clients means that they can't do anything about their relationship. This is very important to note for the clinicians because they can confront their client in such a way: "If your relationship is another person's doing, there is apparently nothing you can do about it!". This sounds like a paradoxical intervention, but it's not. It's the way we understand relationships. And the way Reality Therapy Psychotherapists understand relationships is the opposite from the views that our clients usually have. We believe we have everything to do with our relationships. Our relationships are our business – our doing.

If relationship can be described so that we talk about what another person is saying or doing, then relationship is also a perception. We perceive the person and give meaning (or understanding) to that which we see or hear. Since one person doesn't control the behaviour of another, then the relationship cannot be anything but information. This complies with second Choice Theory axiom: "All we can give or get from other people is information" (Glasser, 1999). So, **relating is also gathering information** from another person**.**

So, what is relationship? We've established that It's both behaviour and an attempt to gather information. But it doesn't consist of two persons behaving. It consists of behaviour of one person only (first person), and his/her own perception of another (second person)'s behaviour.

By gathering information about the second person, the first person may decide to change his/her behaviour. By learning about you, I can change the way I relate to you. Dr. Glasser would say the ultimate goal of any relationship is to get closer to the people that I need. So, I may gather some information about you in order to get closer to you. Said somewhat differently, I need information in order to learn how to connect with and/or relate to you.

Number of relationships in a group

Because relating is behaving, we may have interactions between two people who are behaving differently. For example, one may yell, and another may calmly talk to the person who is yelling. If the relationship were one uniform entity separate from the people behaving (bathtub or a coffee table), that could not be a possibility. They would both be yelling. But in our example we have two relationships – one yelling relationship and another calmly talking relationship. Those are quite different.

So, when we have two people talking, there are in fact **two different relationships** created by each individual. Each individual has his/her behaviour and his/her perception. That's why each person may talk differently about the same encounter. So, we can have a couple where one is happy with the relationship and the other is unhappy. Notably, each is referring to their own feelings and perceptions, which is part of their own behaviour.

We can also have a triad where one person behaves friendly toward the person to her left, and hostile toward person to her right. If there was one relationship around or between the three, this could not be a possibility. So, in cases of three people, there are actually six relationships. In general, to calculate number of relationships in a group, we can use the following equation:

$N_R = n \cdot (n-1)$, where "N_R" represents the number of relationships, and "n" represents the number of people in the group.

Once we have calculated the number of relationships in a small group of seven people (basic practicum participants group). The group was astonished to learn that there were 42 relationships going on at the same time in the room! At first it sounded ridiculous, but very soon it all made a lot of sense.

To make things even more complicated, there may be more than 42 relationships in a group of 7. That is because one person also relates differently to the entire group than with each individual within the group. That makes the number of relationships 43. Also, there are subgroups, and relating to the subgroup can be different than relating to the entire group. This makes the number even higher.

Still, relationships are not that difficult at all. Relationship is our behaviour to others–period.

We Are in Charge of All Our Relationships

What can we say about a relationship?

a. Relationship is the behaviour of one person with another.

b. Also, it is an information (perception) that one person has about the other.

c. In the case of two people relating, there are two behaviours and two perceptions, which means two relationships.

If we put it this way, there are a lot of things people can do about and with their relationships.

i.   They can decide to change their behaviour regardless of what the other person does.

ii.   They can change the way they perceive (or understand) the other person. For instance, one can decide not to take yelling as a personal attack, but rather as expression of frustration of another person. If one perceives frustration of the yelling person, one can try to help her rather than simply yelling back at her.

iii. They can choose to learn more about another person with the intent of drawing closer to him/her/them.

iv.   They can choose to cut down the time around that particular person because they don't want to get closer.

v.   They can leave the relationship (stop meeting that person), etc.

In short – every person is 100% in charge of their every relationship because they are 100% in charge of their own behaviour and perception.

In poor relationships we tend not to be in charge of even a mere 10%, and never a bloated 100% (which Glasser believes we are). It may sound like utopia or too good to be true. If it sounds like that, it might be that in hardship people think about the relationship as a bathtub or a coffee table. It's impossible to have 100% control of relationships and believe that the relationship is a common good.

Still, if we believe that we are 100% in charge of our behaviours and our perceptions, then relating would be no exception. We would be completely in charge of all our relationships, which in fact – we are.

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Utilizing Choice Theory as an Administrator in a School System: An Interview with Lois DaSilva-Knapton

Patricia A. Robey, Ed.D., L.P.C., CTRTC

Abstract

Dr. Lois DaSilva-Knapton has been applying the Glasser concepts in her life since 1998 and became a faculty member in 2015. Dr. DaSilva-Knapton started as a para-educator in a high school setting and continued her career in special education as a teacher and an administrator for the next 16 years. She also taught at the University level for 5 years concurrently. For the last 6 years, she has been a school Superintendent. In this interview, Dr. Lois DaSilva-Knapton shares her experience of applying Choice Theory in her personal life as well as in her work as an educator for the last 22 years.

Interview

Robey: Thanks for taking the time to talk with me today, Lois. I'm excited to learn a little more about you! To begin, please tell me a little about your personal and professional background. How did you get to where you are today?

DaSilva-Knapton: I was a stay-at-home mom and a waitress until I was 35 years old. At that time, I was getting divorced. My twin girls were nine years old and my son was six. I was scared. I needed a career. I saw an ad for a position as an aid in a high school and I applied for the position. I'll never forget the special education teacher who interviewed me. She looked at me and said, "How much experience do you have?" and I said, "None, but I'm a mother and I'm a fast learner" and she said, "I like you. Let's hire her."

I did not know it at that time but getting that job would change my life. That para-educator job was the first of many jobs in the educational field that I would pursue over the next 15 years: Para, teacher, coordinator, administrator, director and then superintendent. At each job, I realized I had something to say and I wanted to be heard, but people would only listen to me if I got a certain degree or a piece of paper that meant my ideas had merit. So I continued on in my schooling, continued on with my certifications, all the way up till I got my floppy hat and my doctoral degree in 2004, the same year that my twin girls graduated from high school. I thought, now maybe I can make a difference in the lives of children.

Robey: How were you introduced to Glasser's ideas and what excited you about them?

DaSilva-Knapton: In 1998 when I was working as a para-educator in that same school system, the principal offered a basic training and said it was a really great opportunity to learn something new. The basic training was available to anyone who wanted to go. I decided that I wanted to learn anything I could learn and went to that basic training with Barnes Boffey and Nancy Buck as instructors. We were in New Hampshire. Over the next three years, I continued to pursue basic practicum, advanced intensive training, and advanced practicum within that school system.

I loved the Glasser concept that no one can "make" you or me do anything. I was constantly reminding my children of this. I thoroughly enjoyed the notion that we all have basic needs that we are continually trying to fulfill. I also love to remind myself that all we can do is give

and get information; nothing is good or bad, it just is. I was applying the Glasser concepts with my parenting as a single parent and in my job in special education, and I was noticing the importance of the relationships I hold dear to my heart.

Life went on and on and time passed. In 2008, I moved to Connecticut for a better job in another school district. At that time, the superintendent was offering a basic intensive training (BIT) and I said to myself I think I'll go get a refresher. Kim Olver was the instructor for that BIT back in 2008. After the first day of training, she and I chatted. When she realized that I had already completed training through advanced practicum, she encouraged me to get certified. So off I went on another educational adventure with a goal in mind of completing my certification. You probably remember that you were my Certification instructor, Pat, and by the way, you were awesome! As I continued to attend numerous annual Glasser conferences, other faculty members of the Institute encouraged me to continue with faculty trainings, and with no intention of becoming Faculty, I did just that in 2018.

Robey: I do remember your certification, Lois, and thank you for the compliment! At that time you demonstrated excellent skills in teaching and application of Glasser's ideas. I'm so glad you have gone on to become faculty.

You have made important contributions to WGI and to the school districts who have benefitted from your ability to put Glasser's concepts into action. Tell us more about how you have put Glasser's ideas into action in your personal and professional life.

DaSilva-Knapton: I'd like to say that I live and breathe Glasser's ideas, but it can be very challenging at times. The notion that I am responsible for everything I'm feeling and that no one else is to blame is sometimes hard to swallow. Being honest with myself has been one of the best things I can do for myself and for the people I want to stay with in a relationship. I will say the key concepts from Glasser are the importance of relationships and the idea that every conflict deep down is based on an issue in a relationship.

In both my personal and professional life, I realized the importance of relationships. In my professional life, there are relationships that I must continue to be part of because of the nature of my job. And I have learned over time, if I don't want to continue to be in those relationships, I have a choice. There are three things I can do: I can change it, I can accept it, or I can leave it. This concept has helped me through many challenging situations and relationships over time.

In my personal life, I was single for many years and when I finally met the love of my life, I decided I wanted to be a different person in this relationship. I consciously made the effort to change a few things about myself so that the relationship was a success. The biggest thing I changed was to simply remember what Glasser tells us: I am only in control of myself. I used to like to act as if I could control other things besides myself. The realization and acceptance that the only thing I can control is myself has allowed me to be in a healthy, unconditionally loving relationship with the man who I call my husband, even though I vowed to never get married again.

Robey: What was your experience in applying Glasser's ideas into a school system?

DaSilva-Knapton: My first stab at applying Glasser's ideas to a school system was in 2008 as I was pursuing my certification. I had the chance to lead the charge to integrate these

ideas into the PK-12 public school system. The superintendent and I set off on our jolly way to provide free training for staff who wanted it and then we attempted to integrate the Glasser concepts into the pre K-12 system. We failed. We both fell hard. The public school system is completely built on an external control system. Trying to battle this from the outside and bring in the concept that we're all responsible for our own behavior and that intrinsic motivation is really the key to success required that we first had to bring the teachers and staff on board. And the training was not enough. The problem was that staff members would hang on to one of Glasser's ideas and find every reason in the world why it was not going to work in the public school system. The grading system of no child failing and students receiving an A or B or an incomplete or a do-over was completely foreign and perceived to be unattainable at the high school level.

Most importantly are the Principals. If a school is going to integrate the concepts of Choice Theory, the Principal has to be on board 100% and this was not the case in the school system.   So I set off to build a small circle of teachers who understood the concepts and wanted to try to implement them in their own classes. Well, these things take time and after five years the superintendent left the district and six months later so did I.

I do know that one special education teacher who was teaching an alternative program, mastered the "Glasser Way," as I used to say, and she still uses them in her teaching today. In my next position as superintendent, I was all-in with bringing the "Glasser Way" ideas to the school district and I started much the same way as my colleague did by bringing in free training. I trained all the administrators, but it was mandatory for the administrators and I believe they resented that.

The administrators were never onboard 100% and once again my efforts to turn an entire school system from extrinsic motivation to intrinsic motivation failed. However, three staff members did become certified and continually use the concepts in their social work and school counselor positions on a daily basis. The ideas were growing but it was a slow process.

In the meantime, the Glasser quality school committee came out with a quality school rubric that was very helpful in assisting my school district in assessing their level of readiness to continue on the path to become a Glasser Quality School. In addition, Ivan Honey, from Australia, has written a curriculum called The *Get Happier School*, which includes a parenting component. These two resources have been a tremendous help in moving the Glasser Quality School movement forward.

Robey: How does the practice of lead management apply to the various roles within a school system?

DaSilva-Knapton: Effective lead management is the key to successful leadership in a school system. Why? Because a leader has to manage many different relationships: the supervisory relationship, the office relationships, the collegial relationships, School Board relationships, and community member relationships.

Lead managers always have an agenda. Whether it is the state guidelines, the state standards, the school board policies, or other, there are non-negotiables that must be followed. The difference between reality therapy and lead management is the fact that lead managers have an agenda and lead managers have to manage multiple relationships, whereas the use of reality therapy is often in a one-to-one relationship. Of course, lead

managers can use reality therapy concepts when they're leading. It would be nice to change the title *Lead management* to *Choice Theory leadership* or *Choice Theory collaboration* or *Leading with Choice Theory*. The words *lead management* have many different definitions on the internet today and that it is not what Glasser was thinking about when he used the term *lead management*

Robey: What are some of the other challenges you faced as you attempted to teach others about these ideas?

DaSilva-Knapton: As I mentioned before, the challenges feel big when people do not understand Glasser's basic concepts. I am only in control of myself. I am responsible for my own behavior. All I can do is give or get information. My thoughts and actions are under my control. The notion that carrots and sticks or punishments and rewards are the best way to change behavior is very hard to fight. Pavlov and other theorists that have come throughout history often talked about rewards as a way to change behavior, but research tells us otherwise. Once when a reward system is initiated, surely behavior changes for the minute, but when the rewards are taken away, the behavior almost always returns and is sometimes even worse.

Robey: Discipline seems to be a hot topic among educators and other people who work in school systems. How do you look at discipline from a choice theory, reality therapy, lead management perspective?

DaSilva-Knapton: Even the word discipline emits external control; I prefer to use the term and practice of collaboration. However, in externally controlled schools, I assist the administration to understand the importance of the relationship between them and the students, or the teacher/student relationship. There does not need to be discipline, just conversations about non-negotiables and the consequences of breaching these non-negotiables.

Of course, we need to follow the school rules, or the community rules, or laws. But the choice theory way is to have the entire school develop these rules. Each class has its own rules and/or guidelines and everyone understands the expected behavior and natural consequences that occur when that behavior is breached. The application of choice theory comes into play *before* the breech, in the explanation and the understanding of the community as a whole. What is acceptable behavior and what constitutes unacceptable behavior, and what are the natural consequence for breeching these guidelines. Class meetings are a critical part of the process, and in a true Glasser Quality School, class meetings are actually school-wide meetings and the school is governed by a student council.

The important thing is that everyone knows and understands the non-negotiables. The list does not need to be long: Safety and Respect. But the key is to actually understand what being safe looks like, sounds like, and feels like, and what being respectful looks like, sounds like, and feels like, and then give specific examples. This can be done from kindergarten all the way up to high school. As a result, everyone in the system knows what our behavior should be at all times and in all situations. If everyone can accurately say I'm being safe, I'm respectful, I'm fulfilling the situation, then all should be well.

Mediation between students is also important. Mediating between groups and applying natural consequences that fit the "crime" also assist in turning discipline from extrinsic to intrinsic. A movement called Positive Behavior Intervention System (PBIS) became quite

popular among school systems over the last 10 years. PBIS is based on a reward system. Many parenting books tout reward and timeout. Glasser tells us that all behavior is purposeful and that relationships are the key. PBIS states, "PBIS builds systems capacity for implementing a multi-tiered approach to social, emotional and behavior support" (www.pbis.org). This idea has been widely supported, and while there are some components of PBIS that I agree with, on the whole, PBIS is based on carrots and sticks. However, we want children to be motivated internally. We want children to do the right thing because it's the right thing to do, not because they're going to get rewarded for doing the right thing.

Robey: What would you say to the wonderful teachers who are doing a great job and who argue that, "you know what, I've been doing a great job with 95% of the students and the other 5%, oh well, I guess we just lose them."

DaSilva-Knapton: I would say every child has something to offer. No child should be thrown to the curb. Challenges can be behavioral or physical or cognitive; but every child has strengths to offer us and if we just look at children for who they are and build on their strengths, children will blossom. And yes, every class has that one child that the teacher just feels overwhelmed with. This is when teachers need to lean on other adults and their support systems. For example, a para-educator or another teacher can help support them in their time of need.

All children deserve our guidance and all children deserve a safe, equitable, respectful, learning environment for each and every child. No teacher should ever say they will just "lose a child." There is no need for that. There are plenty of teaching staff that can share the challenges of working with our challenged students.

Relationships are the key. Mentoring programs should be mandatory for that 5% of the population that teachers often throw to the curb. Each and every child should have an adult that they can turn to in addition to their teacher. My research, as well as that of many other researchers, has shown that the high school dropout can be recognized as early as fourth grade based on indicators such as attendance, tardiness, and active participation in class. Administration should be immediately reaching out to these children and starting mentoring programs for all of them. I believe that this one step alone will decrease our high school dropout rates.

Robey: What I'm hearing from you is that there are a lot of challenges in trying to change the system! But you've also mentioned teachers and counselors who are very effective with their students. That's encouraging. Would you share some of your own success stories that are related to your use of these ideas?

DaSilva-Knapton: I attribute my accomplishments in the professional field of education to my ability to apply Glasser's concepts. I come from humble means. When I was single with 3 children and I got that job as a para-educator, I used Glasser's ideas to springboard me to the next adventure. I remembered that I am responsible for my own behavior. Therefore, I was becoming much more planful and goal-directed. Even when things did not go the way I had planned, I could still choose my next action step.

You can be responsible for your own behavior but still not get what you want because you can't control external events or choices by others. I set attainable goals and made specific plans with specific action steps to take. I always continue working toward those goals and

being planful. Those concepts are very important for me, not just winging it. Mindfulness and planning are two activities that are most important.

Robey: What is your current role within the Glasser organizations?

DaSilva-Knapton: Within the Glasser organization, I am currently the president of the Glasser Institute for Choice Theory (GIFCT) for the next two years. I have been on the GIFCT board for the last 2 years as the vice president. Prior to that I was the Northeast Regional Representative for 3 years. I am also a faculty member with the Institute.

Robey: What do you hope to see as the future of William Glasser International? GIfCT?

DaSilva-Knapton: In the future I hope to see William Glasser International continue to blossom. I believe the international organization has its challenges due to time barriers, different agendas, and countries on slightly different pages when it comes to implementing Glasser's work. I believe many countries have a lot to offer each other and we should all be looking at everyone's work and seeing the successes.

I hope GIFCT-US continues to grow. The US Glasser contingent has experienced some growing pains and recently went through a rebranding process. The entire U.S. policy and procedure manual has been updated and GIFCT is now working on promoting materials. We are also looking for our next Executive Director, so if you are reading this and want to be more involved, please contact me. I want to work together with all our US and International constituents. We want to bring in younger people and we want older people with the institutional wisdom to continue to share their thoughts and ideas to assure that GIFCT stays straight with the Glasser ideas. It is up to the GIFCT Board to assure that no one person goes rogue. I hope that GIFCT can promote an environment of collaboration rather than competition. I want to be transparent and honest. I'm working for the best interest of the Glasser institution as a whole. The GIFCT is open to ideas, thoughts, and/or concerns. We cannot address something if we do not know it is an issue.

Robey: I feel very optimistic about the future of WGI, GIFCT, and all the member organizations, but I agree we all have a challenging job in keeping Glasser's ideas alive, and even in expanding them to adapt to new knowledge and practice. I appreciate your commitment and hard work with GIFCT. What would you like to be remembered for?

DaSilva-Knapton: For my kind heart, my joyful outlook on life, my ground-breaking work with students with disabilities in Kenya, and my laugh. I love dancing, reading, and laughing with my grandchildren. My light has been dimmed over the past few years due to personal struggles, mainly the death of my son. I would like to be remembered for persevering through challenging times and continually applying the Glasser concepts to assist me in truly just being present in every moment and sharing my heart with anyone who will listen.

Robey: As we wrap up our time together, I wonder what would you like to add that I haven't asked you about?

DaSilva-Knapton: I am honored to be asked to contribute my thoughts and ideas as we continue to bring William Glasser's dreams to fruition.

Robey: Thanks so much for taking the time to talk with me about your experiences. I'm sure much of this conversation will resonate with readers and that they will find your thoughts to be encouraging during their own journeys in applying Glasser's ideas.

Brief Bio--
Patricia A. Robey, Ed.D., LPC, CTRTC, is a full professor and chair in the Division of Psychology and Counseling at Governors State University in Illinois. She is also a Licensed Professional Counselor, and a senior faculty member of the Glasser Institute for Choice Theory 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.*

THE JOURNEY FROM EXTERNAL CONTROL TO LEAD MANAGEMENT AND QUALITY EDUCATION: AN INTERVIEW WITH ROBERT G. HOGLUND

Patricia A. Robey, Ed.D., L.P.C., CTRTC

Abstract: Robert (Bob) Hoglund has been applying William Glasser's ideas in his work as an educator, counselor, and trainer since 1981. He has delivered training for The William Glasser Institute from the beginning Basic Intensive training to all levels of faculty training and served eight terms on the International Board of Directors, including 10 years as Board Chair. Bob has been a member of the National Quality in Education Conference Committee and as a program proposal evaluator for the National Quality in Education Conference. He has developed programs and workshops based on Choice Theory® and Reality Therapy, and through his business, Bob Hoglund, Inc., he combined The Glasser Quality School and Malcolm Baldrige Quality Program to successfully help teachers close the achievement gap. In this interview, Bob shares how applying Glasser's ideas into his work as a teacher and counselor and integrating these ideas with the work of Deming and other models resulted in a new way of looking at management and a measurable positive change in the systems that put these ideas into action.

Interview

Robey: Bob, thanks for taking this time to reflect back with me on how you learned about Glasser's ideas and how much you've impacted their development, application, and integration with other approaches. Maybe we can start with sharing a little about your personal and professional background. How did you get to where you are today?

Hoglund: I received my Bachelor of Arts in Education (BAE) from Arizona State University in 1978. I was certified to teach Elementary Education K-8 and Special Education K-12 in the specialties of emotionally handicapped and learning disabilities. In 1985 I finished my Master of Arts degree from ASU.

I was hired as a high school special education teacher to start a new program for a self-contained special education emotionally-handicapped students. I taught them all day in a self-contained setting. I taught 11 different subjects (and levels) over six, one-hour, class periods. Subjects included math, English, science, health and even driver's education for one student. Needless to say, the students were not exactly getting a quality academic experience when I had to develop and teach all of those subjects.

During my third year of teaching a counselor friend of mine gave me the book *Reality Therapy* (Glasser, 1965), told me to read it and said several times how much I would like it. I read it! I loved it! I became even better at consequences!

In January of 1981 I went to a one-day presentation by Dr. Glasser in Phoenix. Within 30 minutes I realized that what I had taken from reading the Reality Therapy book and what Dr. Glasser was saying didn't match. His focus, which was much more direct in the late 70s, was already aimed less at attempts to control and impose consequences and put more emphasis on having students do some of the evaluation of the behavior. I liked that; that was what I was missing.

By the first break I decided that I wanted to be Certified in Reality Therapy, by the second break I wanted to be a counselor and by the 3rd break I knew that I wanted to teach for

what at that time was called The Institute for Reality Therapy. I accomplished all three of those decisions within a year (the rules for certification and becoming faculty were quite different then).

Two years after Certification I was elected West Region Representative to the Board of Directors and then as Chairperson of the Board. Senior faculty Status (1985) came next and for the next 30 years I taught all levels of Glasser training from Basic Intensive Training through Basic Week Instructor status.

After ten years in the classroom I resigned to become a "Reality Therapist" (the title was still legal then) and trainer. Eventually I did more training than counseling and after 9 years became a full-time consultant trainer.

Some computer records were lost in the management transition of the Institute in the late 80s and early 90s, but records we do have show that I taught more than 225 Basic, Advanced, Certification and/or faculty programs. With most of those trainings being four days, that is close to 1000 days (almost 3 years of continuous training).

I also led hundreds of three and four-day workshops that did not lead to certification. There were only two reasons for this approach:

1. The Institute would not lower the Intensive Week fee of $100 per person, which was extremely cost prohibitive for a mid to large school and/or district. Imagine a school of 100 faculty paying $100 per person for Basic, Advanced and Certification ($30,000 in addition to training, materials, and Instructor travel).

2. Most schools and districts didn't see the value in more than a core group of 8 to 12 people being in the formal certification process. They just wanted the training.

Robey: When you learned about Glasser's ideas, what excited you most about them?

Hoglund: My students were, for the most part, unsuccessful academically and behaviorally through middle school and most or all, of elementary. Anger, withdrawal, opposition or uncooperativeness were common behaviors to deal with their lack of success.

What was interesting is that I was mostly focused on "controlling" my students. Hearing Dr. Glasser say that I had no control over them and that I would have more control in my classroom by not attempting to control them seemed questionable, but worth attempting.

Learning Control (Choice) Theory and Reality Therapy (Questioning Process) allowed me to create a more positive, supporting, trusting learning involvement, while increasing expectations because the students did a lot of self-evaluating of their own work and behavior.

After learning Choice Theory, I realized that ALL students have a picture of themselves being able to learn and to be successful. The longer they experienced (perceived) the failure to reach that picture, the harder it drove their behavior. It was common to hear, "I don't care!" However, there was a tone of voice that strongly indicated that they did care, but didn't know how, or even believe that learning and success were possible.

For class management, I used the behavior modification techniques that I had been taught at Arizona State University. When students weren't compliant, or too angry or violent, I

decided that I wasn't "consequencing" them enough. This led to an even less productive class, but I persisted. I told myself it couldn't be my teaching and/or my management style - it was those "emotionally handicapped" kids!

According to their label under PL 94-142, (Public Law 94-142 defined categories and related services for special education students, including gifted education) emotionally handicapped students "can't control their behavior." During my first few years I believed a large part of that explanation for inappropriate behavior.

I had always connected with the students, but after learning Control (Choice) Theory, I adapted the way I worked with students. I intentionally built relationships with each of them and challenged them to self-evaluate their own behavior. Two of Dr. Glasser's primary messages for Quality Schools was that no one would intentionally hurt the student and that the teacher (adult) had the students' best interest at heart.

I also realized that I was asking the questions for the students to evaluate their learning and enjoyment in the class, not for my benefit. The students' answers were not what was important. It was the fact that they answered the question to themselves. If they answered orally that was fine, if they were less than truthful, that was fine. The students had to reflect the question honestly in their heads to realize that they needed to lie. I learned that trusting the student to evaluate and not to not worry about the answer was one of the smallest but most powerful classroom strategies I ever used.

Few of us like to publicly admit to poor choices leading to inappropriate or ineffective behaviors. Why would a student be any different? Even though I was direct, the students knew I was asking the questions for "their best interest," which ultimately strengthened our relationships.

Therefore, without the previous explanation or read without that context, the following may seem harsh or confrontational, but the students understood the message:

If you can't control your behavior:

- How come you know how and where to buy drugs and how to use them?
- How do you know what to steal? House to break-in? Store to raid for beer?
- How come you don't pick a fight with the biggest football player on campus?
- How do you know how to ride a bike or drive a car?

If you tell me that you:

- don't know how to learn _____. I'll buy that.
- get frustrated easily when you don't understand. I'll buy that.
- get frustrated with slow or little progress. I'll buy that.

So, don't hide behind the label of you "can't control your behavior". You've just told me that you can.

- Does believing that you can't control your behavior increase your learning or success?
- Does it help you enjoy school more?

In the classroom I consistently asked (hundreds of) evaluation questions.

• Are you satisfied with your learning progress?
• Are your current choices helping you learn?
• Do your choices meet the class expectations?

Through helping students understand that they could control their behavior and that they were responsible for their learning, my students had the same graduation rate as the rest of the 1800 students in the high school. Obviously, teaching many different subjects, the quality of learning was not the same as a student would get from a full time, math, social studies or science teacher. My students, however, did understand responsibility, self-evaluation and improvement.

Robey: One of the things that you are known for is the way you think about lead management as a continuum. Tell us a little about that, and how it applies to the work that you do.

Hoglund: There were several factors that contributed to the development of the continuum. I was frustrated with the language and attempted use of the concepts of lead and boss management.

I researched, read and talked to as many people as I could find relating to Dr. Deming and his Management Principles, eventually writing several articles and a chapter in the book *The School for Quality Learning: Managing the School and Classroom the Deming Way*. Our book blended the ideas of Dr. Glasser, Dr. Deming, and our collective experience of 50+ years in the classroom and administrative roles.

Boss management and Lead Management are concepts. They are NOT labels and/or weapons.

Deming initially taught that up to 80% of all problems in the workplace were system problems. Eventually he believed that up to 95% of problems were due to flaws in system process. For the 5 to 20% of the problems that were people (worker) problems he advocated re-teaching/re-training, reassigning to a different job, and finally termination.

Within the Glasser Institute, this concept, and coercion, were not fully understood. Workers in a Deming-influenced factory were not able to do what they wanted when they wanted to do it. There was always a "bottom line." A worker couldn't just say "I don't want to put doors on the cars as they move down the assembly line." By accepting a job, a person is agreeing to/accepting the mission of the company. As you can see in the following letter that Dr. Glasser sent me, while he didn't talk about the concept very much publicly, he agreed with the principle.

The use of data were also not fully understood. Without data how does one know how successful they are. I had hundreds of teachers telling me how great they were, how well their students did, etc., yet many of their students were failing and especially those students that were not part of the "White Subgroup." When shown the data, like students, a few made excuses. Others were surprised and motivated to improve. Here's the main point. The data weren't used against them! It was just information for them to assess their success. If not satisfied, they looked for ways to improve their teaching and assessment strategies.

(See Appendix A: Leadership Model: Counseling, Conferencing and Administrating)

Additionally, I did not see Boss and Lead as opposites as Dr. Glasser taught. I saw Laissez-faire management as the opposite of Lead Management. Gallup organizations' Strengths Profiles and survey results ultimately supported my position. People who were labeled as Bosses care about the production and that the workers do a good job, they just choose a stricter, more directive approach. A Laissez-Faire manager gives little or infrequent support, direction or attention to the workers.

After a phone conversation on this topic with Dr. Glasser, I received the following message.

William Glasser, M.D., Inc.
22024 Lassen Street, #118
Chatsworth, California 91311

August 11, 1999

Dear Bob:

This follows my phone call, and I think that you're on to something. When you say that sometimes you have to be a "boss," I think that there are two ways of interpreting that. I prefer to interpret it as you tell the people that there are decisions you have to make and that you will certainly be interested in their input. However, the decision is going to go in this particular direction because of a large variety of factors that they may not have a complete understanding of. Therefore, the maintenance of the company line in the managing aspect is necessary… But, I think a lead manager's job is to sometimes say that in all situations we can't always accept the lead-managed principle of "I'll do what I think is best and you'll do what you think is best and together we'll solve the problem." Based on the idea that we can only control our own behavior but sometimes we have to control our own behavior in a way that other people are dissatisfied.

Robey: You've had the opportunity to introduce these ideas to many school systems. In your experience, what were some of the issues those schools faced that initiated their interest in applying Glasser's ideas in their schools? What were some of the challenges you faced as you attempted to teach others about these ideas and how did you address them?

Hoglund: There were two areas of concern and interest. Lack of Quality Work/effort and behavior management. All but a few schools had concerns in both areas.

Primary objections to this new approach to working with students were that there weren't enough consequences, that's not the real world, and students won't self-evaluate honestly.

In 95+% of the trainings, the educators' fear and skepticism was very low or eliminated. It was helpful to remind the teachers and administrators that Glasser Quality School concepts were something to strive for, not to accomplish within one year. Research shows that any effective system change takes three to five years to become embedded and effectively implemented.

On a pure training note, over 20 years ago I renamed Reality Therapy to the Questioning Process and role-playing to practice. I did this for three reasons.

1. Most people have a negative perception of role playing.
2. It reduced the perception that teachers had to be, or were, counselors or therapists.
3. In a triad situation the person asking the questions is "practicing a skill". The only person "playing a role" is the person that is acting as the student.

(See Appendix B: Leadership and Coaching)

Robey: I'd love to hear some of your success stories that are related to your use of these ideas.

Hoglund: All of the schools and districts that I worked with on more than a one training basis increased learning and decreased behavioral incidents. A few of the accomplishments were:

 • Declaring as Glasser Quality Schools
 • Recognitions included six National Blue-Ribbon School Awards
 • Two top 15% School District recognitions for School Match
 • Governor's Sterling Award
 • Tropic Isle Elementary, a Title I school, closed the achievement gap with ALL subgroups under No Child Left Behind. (A Glasser Quality School)
 • In Lee County Florida we worked with over 30 schools to help close the achievement gap (all but a few schools did so).
 • Close to 25,000 students were impacted in some way through training over a five-year period through the use of, and teaching of, Choice Theory®, the Questioning Process, and Quality Tools and Processes.

Robey: You have been successful in integrating Glasser's ideas with other cutting edge programs in schools. Please share some examples of those cases.

Hoglund: As an educator, I have always embedded sound instructional strategies in all of my training. One of the first strategies was cooperative learning (CL). This doesn't mean that I spent time teaching about cooperative learning, but there would be activities and I would point out some of the elements of CL such as: Jigsaw, limiting resources, positive interdependence, etc.

In the 90's I incorporated some quality tools: plus/delta, affinity diagrams, consents-grams and a few others. When I presented them at WGI Conferences, attendees enjoyed the presentations, but few incorporated any into their training or work. In fairness, I admit that I didn't see or teach as many of the classroom applications at that time.

A major addition to all of the above was blending Glasser Quality Schools (GQS) and the Baldrige Quality Model. Baldrige provided the system structure that was somewhat lacking Glasser Quality Schools and GQS added strategies (lead management, social-emotional) to the Baldrige Criteria.

Utilizing these strategies, the National Education Association Foundation gave a five-year, Closing the Gaps Through Choosing Excellence™ grant to The Foundation for Lee County Public Schools, and The School District of Lee County—with me as the consultant/trainer. A few of the results are listed above.

Robey: What is your current role within the Glasser organizations?

Hoglund: As of January 1st, 2019, I resigned all of my positions, responsibilities and involvement with William Glasser International and Glasser Institute for Choice Theory. I am not a member of WGI or GifCT.

Robey: What do you hope to see as the future of William Glasser International? GifCT?

Hoglund:

a. A clear delineation of the roles of International and individual institutes. Most countries or regional institutes have their own laws, regulations and ways of doing things.
b. A central repository for research, articles, references and resources.
c. Data-driven (evidence-based) decisions:
   • Who are the customers?
   • What does the customer want?
      ⌧ Types of training/workshops
      ⌧ Resources (video, podcasts, short courses, long courses, etc.)
      ⌧ Method (online, in-person, both)
   • Assessments (training evaluations)
4. Collaboration! At one time, faculty retreats, conferences and Control (Choice) Theory workshops provided an opportunity to discuss, debate, and share varying opinions about specific concepts and applications. I believe that this created a depth of knowledge from listening, challenging, and defending our ideas and methods. This type of format, while explanations were sometimes different, showed to many of us that we were saying the same thing, but using different words. In other words, we found alignment in most areas and a comfort in discussing (with non-judgment) ideas and concepts of disagreement.

Robey: What would you like to be remembered for?

Hoglund:

a. Teaching with/to an understanding of an individual's and groups' current knowledge and skill level. (differentiating instruction)
b. The ability to share Dr. Glasser's teachings with a personal, practical, understandable, enjoyable and successful manner.
c. Being the first person that Dr. Glasser trusted to conduct Glasser Quality School Training.
d. That in all my years as a Board Member and Committee Member I made discussions based on what I truly believed was best for the Institute.
e. Clarification, simplification and adding concepts to Dr. Glasser's work, such as:
   • Leadership Model: Counseling, Conferencing and Managing
   • Lead Management, Boss Management and Laissez-faire Management Continuum
   • Renaming Reality Therapy to the "Questioning Process" when used in education.
   • Focusing on learning (not grades) and using data to help students self-evaluate their learning progress and the effectiveness of their learning processes.

Robey: What would you like to add that I haven't asked you about?

Hoglund: I'd like to talk about what I perceive to be the overemphasis on relationships.

I would never dispute the importance of relationships in all aspects of life. I do believe and experienced the oversimplification of the term and the focus in Institute training.

I heard MANY instructors say that if schools wanted to increase test scores then they needed to work on their relationships with students. That statement implies that any student that was not learning at an acceptable level and pace did not have good relationships or relationship skills. Additionally, it sounds as if the teacher hadn't been attempting to strengthen the relationship. Certainly some teachers and students were <u>not</u> focusing on the relationship, but in my experience both teacher and student were making some attempt to stay connected.

Certainly we work better and learn more easily when we have a good relationship with the person we are working with. As an educator and trainer I met students and faculty that had positive, supporting, trusting relationships. That did not mean that the student became a good reader because they had a good relationship with their teacher. It didn't, by itself, increase math ability.

Consequently, the overemphasis or oversimplification created a barrier to some teachers' understanding and accepting of other Glasser Quality School concepts.

Robey: It's been so good to share all of this history with you, Bob. I appreciate all the opportunities I've had to learn from you over the years. The first time I met you was when I was in my Basic Intensive Week of Training in Cincinnati. You were teaching the Advanced Week, but the groups had opportunities to meet together and I remember how impressed I was with your knowledge, but also the playful way you had of teaching. I'm grateful to have had the opportunity to grow within the organization to the point where we were on the board together and also co-taught a few times. I never ceased to learn from you. In particular, your lead management continuum has always been a guiding concept in both my personal and professional life. I believe that as long as we are trying to get our own needs met in relationship with others, we are always in management mode.

Thanks so much for taking the time to teach us once again through this interview!

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Brief Bio—

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Appendix A Leadership Model: Counseling, Conferencing and Administrating
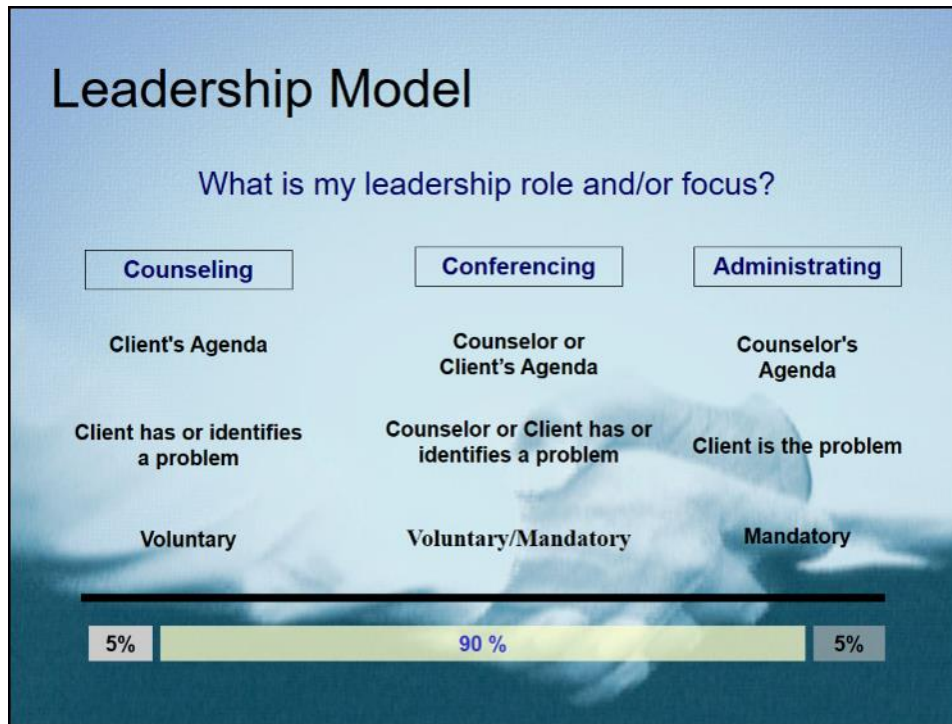
Boss Management and Lead Management are concepts, not absolutes. They are not weapons, but rather ideas that can be used to help leaders focus on what they are trying to accomplish. This can include one-on-ones, co-evaluations, staff meetings and intervention sessions. The first task for the leader is to determine whether s/he is counseling, conferencing or administrating. Each assumes a different role. The diagram is also adapted to business by changing teacher and student to supervisor/leader and worker/employee.

Counseling
The primary focus is almost exclusively on the client's (self) evaluation of a situation. This may include suggestion(s) for improving a process and/or desire to improve him/herself. The counseling role includes being supportive, encouraging, questioning and helping to formulate achievable goals, objectives, plans, etc.

Conferencing
The client's and the counselor's agenda and objectives are both considered. Whether the problem is leadership, systemic or client performance, the objective is to work together to a mutual resolution of the problem and/or issue.

Administrating
This approach is taken *only* when someone is *consistently* not performing to expectations or following appropriate policies, procedures and/or guidelines. The managing conference maintains the "bottom line". The client must evaluate (and understand) the consequences of continuing to produce less than quality work.

The complete article: Journal of Reality Therapy, Vol XIX, No. 2 Spring, 2000 or www.bobhoglund.com
Revised: 11/2/2005

Appendix B
Leadership and Coaching

WANT: What do you want?

Finding out what others want is crucial in the "Questioning Process". It is an attempt to find out, or clarify, what is in the Quality World of the person with whom we are working.

1. What do you want?
2. What don't you want?
3. What are your goals for the quarter/semester/year?
4. Describe your picture of a quality teacher.
5. How do you want your classroom to be?
6. How would you like your students to describe you?
7. How would you like your team/grade level to function?
8. How do you (ideally) want to handle the situation?
9. What qualities would you like to develop more fully in yourself?
10. If you could change one thing, what would it be?

BEHAVIOR: What are you doing?

This question is used to gather information about behavior and/or perceptions of what is, or has been, happening. The attempt is to get at the facts or perceptions in any situation. (Behaviors will be present or past tense)

1. How do you communicate your expectations to the students?
2. Describe how you use data.
3. Explain your Data Wall. Describe your Data Wall process.
4. Explain your Data Folders. Describe your Data Folder process.
5. What tools or strategies have you used?
6. What frustrates you?
7. Describe what you did in that situation.
8. What are/were you doing/thinking/feeling when _____?
9. How do you correct students? Academically? Behaviorally?
10. What, if anything, did you do differently?

EVALUATE: Is it helping or hurting?

The effectiveness of this question comes from **non**-**critically** helping others evaluate if what they are doing is effective. *None of us will change our behavior until **we** decide that what we are doing isn't working!*

1. Is what you are doing working as well as you would like?
2. Is it possible to get what you want?
3. Are you satisfied with your data?
4. With what part of your data are you satisfied?
5. On a scale of 1 to 10, how satisfied are you with class academics?
6. On a scale of 1 to 10, how satisfied are you with class behavior?
7. How effective are the tools and strategies that you are using academically?
8. How effective are the tools and strategies that you are using behaviorally?
9. How is what you're doing helping you _____?
10. How important is it to you to _____?

PLAN: What else can you do?

In an ideal situation the student would come up with the plan. If they do not know what to do, you may suggest some options that the student can consider. It is best to ask permission before offering suggestions. (Behaviors will be future tense)

1. What tool(s) or strategies do you think would help?
2. What are some options for resolving this issue / problem?
3. What is the best first step?
4. What can you do that is better than what is happening now?
5. How will you know if the plan is successful?
6. What is one thing (3 things) you can (will) do to improve _____?
7. What would you have to do to improve _____?
8. What barriers could keep you from reaching your goal?
9. What steps will you need to implement?
10. How can you get what you want?

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