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Please See More Tributes/Memorials for Al Katz from other sources—Go to . . . IJCTRT, Fall 2012, V. 32 [#1), pp. 56-68.

Next, the WGI Board of Directors also put together an incredible eulogy for Al Katz in the Fall 2024 issue of the *International Journal of Choice Theory and Reality Therapy* (see V. 44 [#1], pp. 46-47). They certainly knew Al well and heralded his many valiant efforts that have benefitted all of us who have been, currently are, and/or plan to be associated with the teaching of the whole world about Choice Theory and/or Reality Therapy.

Also See Pat Robey's Interview with Al Katz **entitled "It's Your Fault, Bill Glasser,"** Go to . . . IJCTRT, Fall 2012, V. 32 (#1) pp .48-55.

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Besides Al Katz, we also hope to receive your tributes/memorials for: Barnes Buffey, Perry Good, David Jackson, and/or Jeanette McDaniel. **These tributes/memorials will then be published in the Fall 2025 issue of IJCTRT. Just send them to me ASAP at** parishts@gmail.com **You'll be glad that you did!**

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Introduction to the Journal Editor and to the Editorial Board:
IJCTRT Editor:

The Editor of the Journal is Dr. Thomas S. Parish, who is an Emeritus Professor at Kansas State University in Manhattan, Kansas. He earned his Ph.D. in human development and developmental psychology at the University of Illinois at Champaign-Urbana, Illinois. He's CTRT certified and has authored or co-authored more than 370 articles that have appeared in more than 30 professional refereed journals. Dr. Parish and his wife recently served as consultants for the LDS Family Services Group in Independence, MO, and they currently own Parish Mental Health and Life Coaching of Topeka, Kansas. Any correspondence, including questions and/or manuscript submissions should be sent to parishts@gmail.com You may also contact him by phone at: (785) 845-2044, (785) 8617261, or (785) 862-1379. In addition, a website is currently available. It can be accessed by going to: https://bit.ly/wgi-int-journal Notably, the Journal is no longer password protected on the WGI website, so now anyone can gain access to it, anytime, 24/7!

IJCTRT Editorial Board Members:

Editor: Thomas S. Parish, Ph.D., CTRTC, please see listing printed above.
Other Members of the Board:
Janet M. Fain Morgan, Ed.D., is currently a Director of the William Glasser International Board and the Research Coordinator for William Glasser International. She is also a faculty member of the WGI lectures on Choice Theory and Reality Therapy. In addition, Dr. Morgan has an extensive background in counseling and teaching with specialty areas in Military Issues, Grief and Loss, Marriage Counseling, and Domestic Violence Predator Treatment.
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Denise Daub, Web Administrator and Finance Manager for William Glasser International.

BAD SCIENCE LEADS TO BAD PARENTING
Pavlov and Skinner did not reveal the complete story.

Dr. Nancy Buck, CTRTC, Founder, Peaceful Parenting, Inc.
www.drnancybuck.com

Once upon a time the scientific discipline of psychology was thought to be a "soft" science, meaning there wasn't much rigorous scientific research to back up Freud's idea of our id, ego, and superego ruling our emotions and behaviors. Some of the traditional scientists within this field decided they were going to change that, so they began conducting research. Rather than hypothesizing about what was going on inside the brain where data could not be measured at that time, they decided to start exploring the external actions of behavior. For instance, you could count the number of times a caged dog salivated when a bell rang, indicating food was about to be delivered as Ivan Petrovich Pavlov did. Or the number of times a caged rat would flee from the shock plate in his enclosure to avoid the electrical shock that was intermittently administered, as Burrhus Frederic Skinner did.

What you never learned was the rest of the story. How long do you think that poor dog would have stayed in his locked cage for the bell to ring if Pavlov opened the door, freeing the poor, captured, imprisoned dog? Is it really surprising that Pavlov could condition this dog by bell ringing when the pup had nothing else to do except wait for food? This dog was starving for his freedom!

Some of B.F. Skinner's rats learned to roll over onto their backs when the plate lit up with an electrical shock. The rat's backs had thicker skin, more fatty protection and denser fur so the shock felt like heat and warmth, not pain. But the scientist never reported this finding because it was not consistent with the stimulus-response model that they were aiming to prove.

Do you actually believe that it's a cause-and-effect world? Are you punishing your child when she misbehaves, hoping this will change her into the obedient child you want? Are you bribing your son with a reward trying to get him to act the way you want? In the long run this doesn't work anymore than it did for Pavlov's dogs or Skinner's rats.
Eventually the child you're rewarding/bribing will demand, "*What are you going to give me if I do what you ask?"* Or the punished child will figure

out how to sneak out of her prison, the space you have confined her in, and seek her own freedom.

Are these the lessons you're trying to teach your children? Along the way you will also damage the trusting, loving relationship you have with your children. Is that the price that you're willing to pay?

This same parental philosophy, *SPARE THE ROD AND SPOIL THE CHILD,* has been around for centuries. Parents, grandparents, teachers, coaches and sadly too many bosses often employ tactics like this.

NEWS FLASH: THIS IS FAULTY SCIENCE! But it's been reinforced as part of our cultural belief since the psychological sciences started conducting "scientific" experiments on rats and dogs.

Why do you, an adult driver, stop at a red light? Because it's the law and you fear getting a ticket? I'll bet you a million dollars that you really stop because you want to survive the intersection! Your motivation is not about your fear of being punished with a traffic ticket. Your motivation is survival, which is an internal motivation.

The reason some drivers speed is probably not to satisfy their desire to go fast or to break the law. It's much more likely that speeders want to get someplace in less time, fearing that they will be late. The negative consequence of a traffic ticket rarely result in compliance. Have you ever gotten a speeding ticket? Did it stop you from exceeding the speed limit going forward, or did you speed again and get away with it? (Please note that 58% of DUI offenders are actually repeat offenders.)

Imposing negative external consequences will not guarantee that your CHILD or YOU will change your behavior. And too often, a negative consequence, or the threat of one, results in the exact opposite of the behavior that you were hoping for. Not only do we NOT get compliance, but instead, we frequently get defiance.

Of course, all parents have times when a little compliance seems like a great idea. And occasionally you can ask your child, *"please just go along with me this time,"* even though she thinks your ideas are silly and/or your request is unjust. In fact, asking for compliance occasionally will actually work better than demanding, threatening, or trying to coerce your child to obey.

Those times when you receive a little cooperation and compliance will happen much more frequently if you do not coerce or attempt to externally manipulate your child's behavior using threats, punishments, or rewards. Is that a scenario you're interested in?

NEW AND BETTER SCIENCE TO THE RESCUE . . .
By now you probably realize that faulty parenting methods stem from the bad psychology that permeates our culture. You are not a BAD parent, (or teacher, or coach). When you *know* better you *do* better. If you don't know any difference, or if you don't know any better, how can you possibly do any better?

NEW AND BETTER SCIENCE is just emerging but has not yet spread to become part of the conventional wisdom of our culture. Once you begin to understand this new science you will be able to change your parenting style. The purpose of all my *Peaceful Parenting* work is to help you learn and practice it.

Let's begin by reviewing the brilliant work of biologist Bruce Lipton, Ph.D. His work has dramatically changed the basic understanding of cellular biology. As Lipton researched the cloning of human muscle tissue, he discovered two astounding facts about human cells.

1. Lipton describes human beings as a community of cooperative cells. If you understand how a single cell works, then you understand how the community of cooperative cells (human beings) work. Cancer cells, in his view, are cells that are not willing to cooperate with the community. This means that the idea of "the survival of the fittest" is only PART of the truth about who we are as humans. In fact, cooperation plays a larger role in our lives than competition does.

2. The second important, simple and powerful idea that Lipton explains is that a cell can only be in one of two positions. A CELL IS EITHER CLOSED FOR PROTECTION OR OPENED FOR GROWTH AND LEARNING. It is never in neutral; Opened or Closed are its only two options. This is not only true for a single cell, but for the entirety of the cell community, the human being.

This simple fact has HUGE IMPLICATIONS FOR PARENTS AND PARENTING (and also for teachers and coaches). Thus, children will only grow and learn when they feel safe, protected, and are open to experiment, but will more likely fail when they encounter negative consequences instead.

With this knowledge our job as parents becomes clearer. If we want our children to grow, thrive, learn, and create, by blossoming into the best people they can be, we must create an environment of protection, safety and security. If we follow the old model of threatening or imposing negative consequences for "misbehavior" we are simply creating an environment that fosters and forces our children to close up for their own protection.

Consequently, parents will "parent" more effectively if they are opened for growth and learning, rather than closed for protection. Of course, there are times when your child "misbehaves" or makes behavioral choices that might scare you. But before you act, kindly take a moment to calm yourself, rather than jump into physical or verbal action. Just stand still, breathe deeply and feel yourself settling down. Ask yourself *Am I calmer? Am I feeling safe? Can I approach my child with an open and loving mind?"* If your answer is yes, then you're ready to help your child learn better, safer and more effective choices to get what she wants. (Of course, if your child is in immediate danger, do what you need to do to protect her and get your child to safety. But before you do more than hold and rock your child, do what you need to do to shift yourself out of feeling "*closed for protection"* and into your *"open for growth and learning"* position*.)*

START TODAY! START NOW! Give up the old belief that you can and should control and change your child with punishments and rewards. The best you can ever expect with this kind of parenting is children who comply. Along the way, what do you think your child is leaning? Is she learning how to independently and effectively meet her needs by accepting guidance and input from you? Or is your child learning that his parent is a bully, who is constantly correcting and coercing him. *"Dad always has to get his way*. *He always has to win."*

Let me ask you one final question. Are you open to growth and learning, potentially changing your usual parenting practices as a result of reading this article? Or are you closed for protection, fearful that you may not succeed if you change what you have always done? The choice is yours, dear parent. But, please, consider the likely outcome(s) of your actions, not just for this moment in time, but in terms of the long-term relationships that you're seeking to form, then seek to wisely choose accordingly!

OLD SCIENCE vs NEW SCIENCE? Bottom Line: It's always YOUR choice!

INTEGRATING CHOICE THEORY AND REALITY THERAPY WITH POSITIVE PSYCHOLOGY

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Abstract

In this article, the authors compare and contrast Choice Theory/Reality Therapy (CT/RT) with Positive Psychology, demonstrating that there are sufficient similarities to position Choice Theory/Reality Therapy as compatible with Positive Psychology. Additionally, the authors discuss how the differences between these two approaches may function as complementary strengths, expanding the range of effective interventions for mental health professionals and benefiting clients in diverse treatment contexts.

Introduction and Defining Positive Psychology, Choice Theory and Reality Therapy

Positive Psychology and CT/RT share enough similarities to be seamlessly integrated in therapeutic practice. However, each approach also has unique features that, when combined, can serve as complementary strengths. By blending these methods, practitioners can enhance client outcomes and capitalize on the best of both approaches.

Positive Psychology is the scientific study of positive experiences, personal strengths, and the institutions that support them, aimed at promoting well-being and optimal functioning (Duckworth, Steen, & Seligman, 2005). Although it might initially seem peripheral to clinical psychology, its focus on fostering positive emotions, cultivating strengths, and enhancing meaning and purpose complements traditional approaches that prioritize relief from suffering. Indeed, even individuals bearing significant psychological burdens desire not only less sadness or worry but also more fulfillment, joy, and a sense of purpose. Positive psychology maintains that alleviating suffering and building well-being are mutually reinforcing, as nurturing positive emotions and character can both mitigate existing distress and address its underlying causes.

Choice Theory, originally formulated by William Glasser (1998), posits that human behavior is internally driven by five genetically based needs: survival, love/belonging, power/recognition, freedom, and fun. Reality Therapy, the practical application of Choice Theory, provides a framework for helping individuals accept responsibility for their actions by focusing on present behavior and effective problem-solving. Through self-evaluation and goal-directed change, Reality Therapy enables people to meet their fundamental needs and cultivate greater well-being (Glasser, 1998).

What Positive Psychology and CT/RT Have in Common

Both Focus on Responsibility . . .

Based on the Strength Model, Positive Psychology conceptualizes self-regulation as a central component of the executive function—an aspect of the self that is responsible for guiding behavior. According to Hart (2021, pp. 116–117), self-regulation occurs by overriding a particular behavior and substituting it with a preferred behavior. Similarly, Choice Theory describes a process called re-organizing, in which the behavioral system creates new need-fulfilling actions to replace less effective ones (Glasser, 1998). In practice, Reality Therapy invites personal responsibility by helping individuals define what they want, examine their current behaviors, evaluate their goals and actions, and develop a plan to achieve more effective outcomes (Wubbolding, 2017).

Positive Outcomes

Both Choice Theory/Reality Therapy (CT/RT) and Positive Psychology aim to foster positive outcomes, including greater happiness, enhanced meaning or purpose, improved relationships, and increased self-esteem. Studies on CT/RT often employ Pete's Pathogram to measure how well individuals fulfill basic needs (Peterson, 2008), consistent with Choice Theory's premise that behavior is driven by five fundamental, genetically influenced needs—survival (self-preservation/health), love/belonging, power/recognition/achievement, freedom/independence/autonomy, and fun/enjoyment/learning (Glasser, 1998). Positive Psychology, meanwhile, is grounded in a robust body of empirical research on human flourishing, prominently featuring Self-Determination Theory, which identifies competence, autonomy, and relatedness as universal human growth needs (Hart, 2021). Extending this perspective, Seligman (2011) introduced the

PERMA model—pleasure, engagement, relationships, meaning, and achievement—to capture the multifaceted nature of well-being.

Seligman (2002) further clarifies that positive and negative experiences are not merely opposites on a single continuum but exist as two distinct dimensions, highlighting a "zero point" where one is neither in a positive nor negative state (Seligman & Csikszentmihalyi, 2000). This notion underscores why simply alleviating suffering (i.e., reducing negativity) does not automatically result in enhanced well-being (i.e., increasing positivity). Both CT/RT and Positive Psychology share the understanding that individuals require proactive strategies to cultivate strengths and optimal functioning. Although CT/RT and Positive Psychology thus converge in emphasizing internal motivation, Positive Psychology's extensive evidence base and theoretical frameworks can help broaden and deepen CT/RT's application. At the same time, CT/RT's specific, need-based structure offers a concrete method for translating Positive Psychology principles into daily practice— ultimately creating a more comprehensive, strengths-based approach to mental health.

Relationship Building

Both Positive Psychology and Choice Theory/Reality Therapy (CT/RT) regard positive relationships as central to psychological well-being. In his later works, Glasser (1998) emphasized that most—if not all—long-term psychological issues stem from relational problems. Unlike Maslow, who proposed a hierarchy of needs, Glasser argued that love/belonging is the most critical psychological need, setting it apart as a foundational requirement for mental health.

To foster healthier relationships, Glasser and Glasser (2000) identified seven "disconnecting" habits to avoid—criticizing, blaming, complaining, nagging, threatening, punishing, and controlling through rewards— alongside seven "connecting" habits: supporting, accepting, trusting, encouraging, respecting, negotiating, and listening. These guiding principles align with Positive Psychology's emphasis on relational well-being, as evidenced by extensive literature suggesting that belonging is essential to human flourishing (Barker, 1946; Maslow, 1987; Bowlby, 1969). Echoing this perspective, Aristotle famously observed that "Man is by nature a social animal" (Barker, 1946, pp. 7–8), highlighting the innate human drive to connect with others.

In Positive Psychology practice, several field-tested interventions—empathy, acts of kindness, compassion, forgiveness, and gratitude—have demonstrated effectiveness in strengthening relationships. According to *The Wiley Blackwell Handbook of Positive Psychological Interventions*, forgiveness—in particular—has a robust empirical foundation spanning over two decades, showing how it promotes healing, prevents future problems, and fosters flourishing. This approach can benefit physical and mental health, strengthen social bonds, and even facilitate reconciliation in deeply conflicted contexts. Interventions vary from brief, two-hour sessions that focus on decision-based forgiveness to more extensive psychoeducational programs designed to address more severe or long-standing harms (Parks & Schueller, 2014). Likewise, gratitude serves as another powerful social emotion that fosters healthy relational bonds by reinforcing positive reciprocity and increasing prosocial behavior. According to *The Wiley Blackwell Handbook of Positive Psychological Interventions*, gratitude-focused strategies— such as keeping a gratitude journal or writing gratitude letters—have consistently generated beneficial effects on well-being, many of which endure beyond the initial application period. These interventions have been linked to improvements in happiness, life satisfaction, and mental health over both the short and long term (Parks & Schueller, 2014).

Gottman and Silver's (1999) Sound Relationship House Theory further illustrates this relational focus by providing a seven-step approach designed to enhance communication and conflict management skills, ultimately fostering more positive relationship habits (Hart, 2021). Taken together, these strategies underscore the vital role that love/belonging, forgiveness, gratitude, and other relational virtues play in promoting both individual and collective well-being.

Goal-Oriented Approach

From a Positive Psychology perspective, goal pursuit is vital for achieving and maintaining mental health and well-being. According to Self-Determination Theory, goal attainment is a key pathway by which individuals satisfy their internal needs, including competence, relatedness, and autonomy (Ryan & Deci, 2007). As Hart (2021) observes, "Research on goal-setting interventions spanning nearly five decades has shown that goal setting is one of the most effective well-being and happiness-enhancing activities. The exercise usually involves a careful consideration of what we wish to achieve in the near or far future and is often

accomplished by a plan as to how to best pursue the identified goals and prioritize between them" (p. 103).

In Choice Theory, setting and committing to a goal activates a self-regulation process that empowers individuals to take the necessary steps to realize their objectives (Hart, 2021). In other words, the perceived discrepancy between what one wants (a goal) and what one currently has propels motivation for goal attainment. Some researchers, such as Carver and Scheier (2001), conceptualize this dynamic as a "discrepancy-reducing feedback loop," wherein progress toward a goal closes the gap between aspiration and reality.

Goal setting is therefore a cornerstone of Choice Theory/Reality Therapy (CT/RT). Reality therapists often rely on clients' own words to formulate life goals, ensuring the process remains person-centered and tailored to individual preferences. When needed, a collaboratively defined life goal can be operationalized into a measurable objective for treatment or service delivery (Fulkerson, 2020). This strength-based, client-driven approach departs from traditional models that rely heavily on professional diagnoses and top-down goal setting. Instead, CT/RT underscores autonomy and intrinsic motivation, aligning with Positive Psychology's emphasis on empowering individuals to shape their own well-being.

Additionally, *The Wiley Blackwell Handbook of Positive Psychological Interventions* highlights how imagining positive future outcomes can enhance present motivation and well-being (Parks & Schueller, 2014). For instance, interventions such as the "Best Possible Selves" exercise encourage individuals to envision an ideal future in which all of their efforts and aspirations come to fruition. This process increases positive emotions and prompts people to notice, savor, and pursue the steps required to achieve their envisioned goals. These future-focused strategies align with Choice Theory's emphasis on self-regulation and proactive goal pursuit as essential components of mental health and personal growth.

Focus on the Present
Both Positive Psychology and Choice Theory/Reality Therapy emphasize focusing on the present while still working toward some future goal(s). This does not preclude discussing a person's past; instead, thoughts and feelings about past event, particularly traumatic ones, are recognized and addressed, in the here and now. From a Choice Theory perspective, these thoughts and feelings are considered part of a person's "total behavior,"

which encompasses actions, cognitions, emotions, and physiological responses. The aim is to channel energy into what individuals can do now to manage symptoms more effectively and increase their subsequent quality of life.

In Positive Psychology, this future-oriented outlook intersects with the concept of posttraumatic growth, which describes the positive change that can emerge from significant challenges or trauma (Hart, 2021; Tedeschi, Shakespeare-Finch, Taku, & Calhoun, 2018). While acknowledging the lasting impact of difficult life events, Positive Psychology emphasizes how individuals can harness personal strengths and supportive resources in the present to foster resilience and growth. In this sense, both CT/RT and Positive Psychology recognize that although past experiences shape current emotions and behaviors, the path to well-being ultimately unfolds through proactive strategies that focus on what can be changed or improved in the present—informed by lessons of the past, yet oriented toward a healthier, more fulfilling future!

Empowerment

From a Choice Theory perspective, the basic needs of the person being served function as a guiding framework for conceptualizing the treatment approach (Fulkerson, 2020). This emphasis on foundational needs—and the strengths that enable individuals to meet them—resonates with Positive Psychology's focus on autonomy, personal agency, and well-being (Ryan & Deci, 2007; Hart, 2021). By centering on these universal internal motivators rather than on diagnostic labels, therapists can adopt a more strength-based, rather than diagnosis-driven, plan— one that is readily understandable and empowering to clients.

In this view, diagnoses merely provide a snapshot of a client's "total behavior" (actions, cognitions, emotions, and physiological responses), rather than serving as an explanation for the person's struggles. Such a perspective is consistent with Positive Psychology's overarching goal of helping people tap into their inherent capacities for growth and flourishing, rather than focusing predominantly on deficits or symptoms. Thus, by acknowledging diagnoses but placing greater weight on a person's needs and potential, Choice Theory/Reality Therapy fosters a collaborative and empowering therapeutic process in line with the principles of Positive Psychology.

Flow and Positive Addiction

While examining related concepts, the authors identified two overlapping terms: flow and positive addiction. Flow, as defined in Positive Psychology, involves a state of deep immersion and focus upon an activity, often accompanied by a loss of self-consciousness and a sense of timelessness (Csikszentmihalyi, 2014). This intense engagement tends to increase productivity, enjoyment, and overall satisfaction.

Positive addiction, a concept introduced by Glasser (1976), refers to becoming so regularly and profoundly involved in a beneficial activity—such as creative pursuits, exercise, or learning—that one feels compelled to continue. In many ways, people who experience flow might describe themselves as "addicted" to the activity because it fulfills key needs and fosters a sense of pleasure or accomplishment. Thus, just as one could argue that Choice Theory/Reality Therapy is a form of Positive Psychology, it follows that positive addiction can be seen as a variant or an extension of flow—each highlighting the role of intrinsically motivated, needfulfilling engagement in promoting well-being.

How Do Positive Psychology & Choice Theory/Reality Therapy Really Differ?

While Positive Psychology and Choice Theory/Reality Therapy (CT/RT) share many overlapping principles, they differ in their perspectives on accountability, emotions, and motivation for goal-setting. First, CT/RT emphasizes accountability as a cornerstone of personal growth. While accountability might sometimes be misinterpreted as blame, reality therapists focus on encouraging responsibility without criticism. This is achieved through connecting habits, helping individuals evaluate their own behaviors, and collaboratively creating plans for change. In this way, accountability becomes an empowering effort rather than a punitive process.

Second, Positive Psychology places significant emphasis on fostering positive emotions, such as joy, gratitude, and hope, as key elements of well-being. In contrast, CT/RT views emotions primarily as indicators of how effectively a person's needs are being met. Rather than categorizing feelings as positive or negative, CT/RT sees emotions—such as anger or sadness—as signals that can guide individuals toward identifying and addressing unmet needs. Both approaches value the role of emotions in fostering self-awareness and personal growth but frame their significance differently.

Finally, while Positive Psychology incorporates both intrinsic and extrinsic motivation into its goal-setting frameworks, CT/RT exclusively focuses on intrinsic motivation. According to Glasser's theory, intrinsic motivation is more likely to result in long-term growth and fulfillment because it aligns with deeply held values and personal needs. Positive Psychology also recognizes the long-term benefits of intrinsic motivation but leaves room for exploring how extrinsic factors, such as recognition or rewards, can complement internal drives. By understanding these differences, practitioners can appreciate the unique contributions of each approach to fostering resilience and well-being.

Conclusion

Choice Theory/Reality Therapy (CT/RT) and Positive Psychology share so much common ground that CT/RT could be viewed as a practical application of Positive Psychology principles. Positive Psychology offers a range of evidence-based interventions that can be seamlessly integrated into CT/RT, enhancing the skills and resources available to those receiving counseling. Additionally, the term "Positive Psychology" may appeal to a broader audience, including individuals who are not in crisis but simply seek to optimize their mental well-being.

At the same time, Choice Theory provides a comprehensive framework that justifies and supports the principles of both Reality Therapy and Positive Psychology. Its perspective on emotions reframes so-called "negative" feelings as essential signals that guide individuals toward fulfilling their needs. Reality Therapy, grounded in Choice Theory, offers a structured method for fostering accountability and responsibility without resorting to disconnecting habits like blaming or criticizing. Together, these approaches provide a strength-based, empowering pathway for individuals to achieve greater well-being and personal growth.

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GETTING A JUMP-START ON DOING RESEARCH IN THE AREAS OF CHOICE THEORY, REALITY THERAPY, LEAD MANAGEMENT AND QUALITY SCHOOL
Thomas S. Parish, Ph.D., CTRTC, Editor, The International Journal of Choice Theory and Reality Therapy

Abstract—
In <u>1981</u> the *Journal of Reality Therapy* was first published, then in <u>1997</u> the *International Journal of Reality Therapy* replaced it. It, in turn, was subsequently replaced by the *International Journal of Choice Theory and Reality Therapy* in <u>2010</u>, which continues to be published today and for the foreseeable future. In the interim, from <u>1996</u> until <u>1998</u>, the *International Journal of Choice Theory* was also included as another journal that sought to share Choice Theory (plus Reality Therapy) with audiences from around the world. How to locate articles from these four journals will be described in some detail here, plus this article will also provide four sources that will list specific articles to facilitate one's search for research that may be critical to the prospective writer as well as his/her readers too.
Key Terms: Choice Theory, Reality Therapy, Lead Management, Quality School,
Counseling, Psychotherapy, Research, Education

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In order to find published research and/or other writings regarding Choice Theory, Reality Therapy, Lead Management, and/or Quality School numerous individuals have encountered many problems primarily because the journals that focus on these topics are difficult to locate for various reasons. For instance, *The Journal of Reality Therapy* (1981-1996), the *International Journal of Reality Therapy* (1997-2009), and the *International Journal of Choice Theory* (1996-1998), are no longer being published, and hard copies of any of them are truly very scarce, indeed. In fact, the only journal of the four cited above that is still available is the *International Journal of Choice Theory and Reality Therapy* (IJCTRT, 2010-present), which is available 24/7 on your internet at: https://bit.ly/wgi-int-journal

Notably, however, within IJCTRT there are at least four articles that are filled with various possible sources for anyone wishing to do research and/or read regarding how Reality Therapy, Choice Theory, Lead Management and/or Quality school-type procedures can impact various forms of counseling, psychotherapy, and/or educational research in

various ways, plus, they can also help you to find other invaluable resources too!

These references that you may wish to have in your possession are all listed in Table 1. Some of these sources are published within the International Journal of Choice Theory and Reality Therapy, which appear on the internet, and therefore should be easily found.
As for the other sources, located elsewhere, one might simply go to: **https://msutexas.contentdm.oclc.org/digital/collection/ijrt-archive** then under the Links Area, click on the hyperlink "International Journal of Choice Theory and Reality Therapy", which will take you to the Journal page. On this page there will be hyperlinks to abstracts and a form to request a copy of any full article(s), and/or abstract(s) which is (are) available to you <u>free-of-charge</u>.

So, there are two ways to locate sources, one by finding four sources within one journal article (see Table 1), and another is by finding sources within four different journals. Just follow the instructions and your success will likely be assured

TABLE #1
Sources That Can Facilitate Your Various Research &/or Writing Endeavors

1. **Parish, T. S. (Fall 2021). William Glasser, M.D., and his impact on education.** *The International Journal of Choice Theory and Reality Therapy, Vol. 41* **(1), pp. 4-12.**
   Citations Included: <u>196</u>

2. **Parish, T. S. (Spring 2021).   An examination of various counseling, psychotherapy, and research endeavors viewed from a Reality Therapy, Choice Theory, Lead Management, &/or Quality School perspective.** *The International Journal of Choice Theory and Reality Therapy, Vol. 41* **(2), pp. 4-24.**

<u>**Counseling & Psychotherapy Citations included:**</u>
In *The International Journal of Choice Theory & Reality Therapy* – <u>50</u>
In The International Journal of Reality Therapy – <u>71</u>
In *The International Journal of Choice Theory* – <u>8</u>   Total = <u>229</u>
In *The Journal of Reality Theory* – <u>100</u>

Research-related Citations Included:
In *The International Journal of Choice Theory & Reality Therapy* - <u>42</u>
In *The International Journal of Reality Therapy* – <u>31</u>
In *The International Journal of Choice Theory* – <u>3</u>   **Total = <u>132</u>**
In *The Journal of Reality Theory* – <u>56</u>
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3. **Parish, T. S. (Spring 2022).   Effective assessment instruments for reality therapists and choice theorists. *The International Journal of Choice Theory and Reality Therapy, Vol. 41* (2), pp. 25-63.**
   Assessment Instruments Included – <u>58</u>

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4. **Parish, T. S., & Parish, J. G. (Spring 2023). True masters of Choice Theory & Reality Therapy. *International Journal of Choice Theory and Reality Therapy, Vol. 42* (2), pp. 47-54.**
   Citations included:
   For William Glasser –<u>24</u>
   For Robert Wubbolding - <u>39</u>

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If, for whatever reason, you are unable to access any of these sources, just give me a call at (785) 845-2044, or e-mail me at parishts@gmail.com since I actually have in my possession, and use them every day, all of these various sources (and even have the entire set of all four journals listed above behind my desk in my office at home). Furthermore, I've routinely helped many already who wanted to do research and/or contribute writings in these areas, and I'm here to help you, too, so just please get started as soon as you can, and don't let this opportunity evade you! Best wishes … TSP

Brief Bio—
Thomas S. Parish, Ph.D., CTRTC, has published in the following areas:

MOTIVATION	**--**	**140 articles pub.**
INTERPERSONAL RELATIONSHIPS	**--**	**118 articles pub.**
PARENTING & PARENT LOSS	**--**	**78 articles pub.**
PSYCHOLOGICAL ASSESSMENT	**--**	**30 articles pub.**

Many of these articles, listed above, were published in the journals actually listed in this paper, plus I have also presented more than 500 research papers, symposia, and workshops at various regional, national and international meetings over the last fifty years. In other words, many might say that I've truly been around the block a few times.

OTHER WAYS TO ACCESS A TREASURE TROVE OF ALL OF THE WGI JOURNALS, PLUS MORE, JUST READ AND DO THE FOLLOWING . . .

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

Abstract:
By following the instructions present here, the reader should be able to gain other ways to access volumes of information regarding REALITY THERAPY, CHOICE THEORY, LEAD MANAGEMENT, and QUALITY SCHOOLS. In addition, much more will be made available if you truly wish to have almost unlimited access to all of William Glasser's world! So, if this is what you wish, let's begin your trip into William Glasser's WORLD right now!
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Although Reality Therapy has been around since 1965, and Choice Theory came along about thirty years after that, finding articles regarding these important topics, or others (e.g., Control Theory, Lead Management, Quality School, as well as other Glasser-related concepts) have continually become more and more difficult to find as time goes by. Notably, however, anyone wishing to find these topics, or any others created by William Glasser, M.D., and/or his associates, simply needs to consider the following sources:

PART I--THERE ARE NUMEROUS REVIEWS AND INSIGHTS AVAILABLE TO YOU!
For instance, there are available numerous reviews of research that can also open up many more opportunities to launch one's own research efforts. For instance, as far back as Fall 1982, John Banmen wrote his "Reality Therapy Research Review," which appeared in the *Journal of Reality Therapy*. This article summarized 25 reports of research that described various ways that Reality Therapy has been successfully used on a variety of populations to remedy multiple problem behaviors. As noted by Banmen (1982), he proposed that "one way to determine what the focus of your future research should be is to examine the research which has been done to date" (p. 28). Importantly, for everyone's benefit, he summarized in his article each of these studies and then offered some suggestions regarding what direction future research might take.

A. Jusoh (Spring 2018) provided case analyses and applications of various theories in an effort to show how each counseling theory and approach has

different advantages regarding how they might help clients find greater happiness by taking more effective control of their lives.

Through implementing Glasser's (2003) Personal Choice Model, as well as other strategies, Tom Parish (Spring, 2015) cited many different ways by which individuals could create positive outcomes across various settings. Notably, the Parish & Parish (2005) article presented real research with really great results that should be incorporated into as many classrooms as possible, and with as many levels of students as possible. Why? Because the survey used (i.e., the pretest/post-test scale or the dependent variable) revealed exactly what it was supposed to reveal, i.e., that the positive-go-to-school students were the "happy students," while the negative-don't-want-to-go-to-school students were, in fact, the "unhappy students"! Seeing that this is so, one simply needs to decide which way they truly want to go and then act accordingly!

Tom Parish (Spring, 2021) also outlined "Some Do's and Don'ts Regarding How to Improve the Therapeutic Process," and then pointed out that the data doesn't dramatically vary in their impact on their clients, but that therapists and counselors do actually vary in their impact on their clients, and this paper was intended to explain why this may be so.

Next, T. Pedigo, P. Robey, and T. Christiansen (Fall 2016) asserted that "mindfulness" is the practice of paying attention to the present moment in a purposeful and nonjudgmental manner (Kabat-Zinn, 1994).   In this article, then, the authors have sought to integrate Choice Theory and Reality therapy and Buddhist psychology along with five other dimensions in an attempt to enhance our understanding and effectiveness in counseling.

Finally, Mary Watson & Larry Litwack (1999) sought to compare and contrast five different therapeutic modalities. It was reported that despite the differences in belief systems and orientations, that observers found a number of similarities among the therapists studied. Notably, the five psychotherapists that were observed in this study were all highly distinguished in the field of counseling. They were: Marvin R. Goldfried, Ph.D., ABPP; Arnold A. Lazarus, Ph.D., ABPP; Frank M. Dattiho, Ph.D., ABPP; James F. Masterson, M.D., board certified psychiatrist; and William Glasser, M.D., also a board-certified psychiatrist and an author of more than twenty books in the fields of counseling, psychology, psychiatry and more.

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PART II   THERE ARE OTHER SOURCES THAT COULD ALSO BE HELPFUL TO YOU TOO!

As I was recently looking back at past journals, I discovered a few gems that grabbed my attention as they offered me some great insights, and like low-hanging fruit, they were well within my reach if I would simply take the time to take advantage of the opportunity. Curiously, I actually learned many years ago, that "We should stop worrying about whether not we have a 'good opportunity,' but just be sure that we're always 'good' to 'every opportunity!'"

J. Barry (Spring 1996) also described fifteen Reality Therapy/Control Theory doctoral dissertations that were written between 1990-1995. While the titles are included here, there are no summaries available along with these listings. However, differing ways are available to receive a copy of these dissertations through various sources. One drawback with regard to using this resource, however, is that it focuses on Control Theory and **NOT** on Choice Theory, and the person reading this material should be aware that there is an appreciable difference between the two.

Marion Franklin (Fall 1987) created a handy list of Reality Therapy-type references that may be beneficial for various audiences, e.g., elementary or secondary students, normal or high-risk students, residents of group homes or correctional facilities, parents, teachers, and/or administrators all of whom may be seeking to improve their coping skills in various environments. Notably, this article not only cites some great sources but also mentions some things any of us could find useful on any given day. Truly, some helpful tips are offered and recommended for those who feel a little down and are looking for beneficial ways to help them to get a better grip on life. Yes, it will be helpful, indeed, for anyone who is in school and also in need! Bottom line, at the very least it is a good place to start!

Marion Franklin (Spring, 1993) sought to collect eighty-two Reality Therapy doctoral dissertations written between 1970-1990. To be more precise, however, Franklin simply collected the titles of these dissertations, plus the universities that the researchers completed their doctoral degrees at. Of course, unless otherwise indicated, if anyone wishes to get a copy of a specific dissertation, they should probably go through the inter-library loan system, if at all possible.

Larry Litwack (in 1999), sought to cite all of the dissertations that were published using Choice Theory and/or Reality Therapy from 1970 until 2007. Unfortunately, his citations were not accompanied with summaries, just the dissertations' titles plus the institutions at which these dissertations were conducted. Nevertheless, it's likely a good start, and the inter-library loan system once again should make it possible for the reader to send away for copies of these dissertations and then draw from them the information that s/he seeks in order to advance his/her line of investigation, which should result in a published report if and when s/he decides to endeavor to put it all together.

Multiple authors – (Spring, 2021). Basically, within this short article are squeezed nine mini-articles, by various authors. While each article is focused upon the use of Reality Therapy, all the other variables do vary widely, so it is that this article will cover a lot within a very few number of pages.

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PART III–THERE ARE OTHER HELPFUL SOURCES FOR USING RT/CT/LM/QS
For instance, Larry Litwack (1994) . . . edited this book entitled *The Journal of Reality Therapy. A Compendium of Articles, 1981-1993*. This book was intended for anyone looking for "a great start"! For openers, it gives the reader a good look at the first thirteen years of the best 42 articles that appeared in the *Journal of Reality Therapy* during that time, and (best of all) they are all reprinted in this single book! In addition, the authors of these articles are exceptionally well versed in all aspects of Reality Therapy, Choice Theory, Lead Management, Quality School, as well as all the other concepts that were all created by Dr. William Glasser and/or his esteemed associates.

Tom Parish and Bob Wubbolding (2016) wrote "William Glasser (1925-2013)."   This was basically a brief biography of Dr. Glasser's life and times which was written to help everyone to see . . . what a champion he was for all humanity!   Plus, it also highlighted some of Glasser's ideas that have helped people to take better control of their lives.

Third, Tom Parish & Joycelyn Parish (Spring 2013) wrote "True masters of CT & RT: William Glasser and Bob Wubbolding. This article was intended to cover the waterfront regarding the various books, articles, and/or insights created by William Glasser, M.D. and Dr. Bob Wubbolding, since within the WGI organization no one has written more about CT/RT/LM/QS than they have. To say the least, they are veritable "icons" due to their

numerous contributions that they have made in these areas beginning with the introduction of Reality Therapy in 1965. For instance, on page 50 of this article is the list of 24 books that Dr. Glasser published with Harper & Row, Harper/Collins and others, and to the best of my knowledge he personally owned the copyright (and the publisher didn't) on all of these books that he had authored.

On pages 51-53 of this article, there also appears a list of chapters in textbooks, and other scholarly books and encyclopedias that Dr. Bob Wubbolding has authored. To say the least, it's a very great achievement for Bob, and it shows how important his connection to "EVERYTHING GLASSER" is by working so hard to promote the WGI organization. Initially, of course, Bob was a Catholic priest, but early on he chose to dedicate almost his entire career to working very closely with Dr. Glasser and the William Glasser organization. He has truly been a very dear friend of mine for about forty-five years, and I hope that you'll definitely learn to appreciate him as much as I do.

Fourth, Larry Litwack and Robert Renna (1999*). Edited a book of readings that focused on special education and quality inclusion from a Choice Theory perspective.* Thus, for those who wish to explore how Choice Theory connects with Special Education, as well link them both with Quality Inclusion, this is a great source for you! In all, there are three (3) parts, sixteen (16) chapters, and thirteen (13) authors that have sought to explain how these three (3) entities truly interact with one another.

Regarding all of the sources that I have cited above, I sincerely hope that your efforts to reach fruition will be realized as you seek to share with the world your insights regarding Choice Theory, Reality Therapy, Lead Management, Quality Schools, and other Glasserian concepts too!

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Barry, J. (Spring, 1996). Fifteen Reality Therapy/Control Theory doctoral dissertations written between 1990-1995. *Journal of Reality Therapy, V. 15* (2), Pp.100-101. (15 References)

Franklin, M. (Fall, 1987). Reality Therapy: Bibliographical resources for education. *Journal of Reality Therapy, V. 7* (1), pp. 42-46. (46 References)

Franklin, M. (Spring, 1993). Eighty-two Reality Therapy doctoral dissertations written between 1970-1990. Journal of Reality Therapy, V. 12 (2), pp. 76-82. (82 References)

Litwack, L. (Fall, 2007). Research review: Dissertations on Reality Therapy and Choice Theory—1970-2007, *International Journal of Choice Theory and Reality Therapy, V. 27* (1), pp14-16. (75 references)

Multiple authors-- (Spring, 2001). Research on Reality Therapy in Korea. *International Journal of Reality Therapy, V. 20* (2), pp. 16-21. (While there are 9 mini-articles included here, there are no references cited with them).

References – PART III

Larry Litwack, Editor (1994). *Journal of Reality Therapy, A compendium of articles. 1981-1993*. Chapel Hill, NC: New View Publications. (42 Ref.)

Tom Parish & Bob Wubbolding (2016). William Glasser, M.D. (1925-2013). In R. Cautin & S. Lillenfield (Eds), *The encyclopedia of clinical psychology*. Hoboken, NJ: Wiley Blackwell.

Tom Parish & Joycelyn Parish (Spring 2013) wrote "True masters of CT & RT: William Glasser and Bob Wubbolding*." International Journal of Choice Theory and Reality Therapy. V. 42* (2), pp. 47-53.
(References: Glasser – 24 / Wubbolding – 38)
Larry Litwack & Bob Renna, Editors (1999). "Special education and quality inclusion: A Choice Theory Approach." Denton, TX: RonJon Publishing, Inc.
<u>**References from inclusions**</u> **in Litwack & Renna (1999):**

O'Connor & Brescia – 3	**Conway -- 23**	**Shell & Saunders -- 0**
LaFontaine – 22	**Renna -- 9**	**LaFontaine & Sansone -- 27**
Parish & Boyd – 29	**O'Connor -- 10**	**Sanchez -- 58**
Wubbolding – 46	**Sansone -- 20**	**Chelsom & Gossen -- 0**
Hallock-Bannigan --11	**Saunders & Shell --2**	**Brown & Costello -- 20**
Renna & Sansome -- 15		

Big Hint — While crossing a stream many will use rocks in the water as steppingstones to get to where they wish to go. Well, in research, people seek out key sources (or references) and then assemble them sequentially or in a logical array in order to reach what they believe to be the correct conclusion. In either instance, though, one needs to "watch his/her step" and avoid slipping or making a misstep, if s/he really wishes to reach the "correct conclusion".
Brief Bio--
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INTEGRATING QUALITY SCHOOL AND LEAD MANAGEMENT INTO A DOCTORAL COURSE

Kent B. Provost, Ph.D., LPC

Abstract

William Glasser (1998) created a Quality School model in which he defined specific behaviors and philosophies that teachers could put into action to promote student achievement within a quality school environment. This information included integrating his lead management model (Glasser, 1998; Wubbolding, 2000) into school management and individual classroom environments. The purpose of this article is to provide specific information and examples for how readers might incorporate Glasser's five basic concepts: (i.e. non-negotiables and negotiables, quality engagements and soliciting suggestions, modeling quality, encouragements and self-evaluation, and creating a non-coercive environment; Glasser, 1998; Wubbolding, 2000) into doctoral-level courses. The author developed the provided information and examples over his 20 years as a counselor educator. He explains how he continues to look for opportunities for further improvement with this work. The intent is to provide a picture and specifics for other educators to incorporate into their classroom experiences.

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William Glasser (1998) explained that lead managers (and lead teachers) understand the importance of creating an environment where all members feel respected and involved in the process. In this environment members would be self-motivated to produce quality work. Part of this environmental premise is that there will be some clear non-negotiables and allowance for self-directedness and independent thought processes on how to achieve quality work (Glasser, 1998).

Making the Shift from External Control Teacher to Lead Manager Teacher
When I first began teaching in higher education during the early 2000s, my pedagogical approach was to incorporate the primary learning styles: digital (reading/writing), auditory, visual, and kinesthetic (Nilson, 1998), and to also add Gowin's (1981) emotional learning concept. Gowin proposed that to learn, a person must place value on this information, and to have value, there is an emotional or "felt significance" to the understanding or "meaning" to the individual's experience (p. 43). When an individual has an emotional reaction to an experience, Gowin proposed that this individual must have experienced personal understanding or meaning for his/her felt significance to occur. Through this experience, value is unconsciously placed on the material, subsequently affecting a

type of anchoring of this experience for the individual, thus resulting in learning.

Over the past twenty plus years, I have continued to self-evaluate my instructional and classroom governance, as well as combine this self-evaluation with ongoing reviews of my semester-end student evaluations and learned other models as well in order to enhance class productivity. As a result of this ongoing process, in the past two years I have achieved "Gold Standard" recognition. This recognition is one of the highest teaching achievements awarded by my current university and is based on Student Evaluation of Instruction (SEI) feedback from students. This feedback provided evidence that resulted in recognition that I exceeded course standards, leading to this high level of achievement. Comments included:

· Course content and amount of work were challenging.
· Course materials and presentations were consistent with stated objectives.
· There were sufficient evaluations to provide adequate feedback on my academic standing.
· Purpose and objectives were explained at the beginning of this course.

As I reflected on what changes I have made over the years, and after reviewing Glasser's Quality School Model coupled with his Lead Teacher Model (Glasser, 1998), I realized how I have infused these two models into my doctoral courses, which has contributed to this high level of achievement recognition.

Before I get into the weeds of my current teaching philosophies and practices, I first want to explain how my initial mentors advised me to teach, which included how to grade students' work. Initially, these mentors advised me to focus on repeating information from required readings mostly through lecture and didactic methods. They then guided me to grade initial assignments harshly with basic feedback regarding how to improve. They then further instructed me to grade subsequent assignments based upon the improvements that students made in response to my feedback. As students received repeated information (from readings and in-class discussions), and then higher grades in subsequent assignments, the intention of this practice was to further motivate students to achieve success.

What resulted from this practice was that in-class discussions became more just content delivery of lecture, and because of this practice students were not motivated to read the information prior to class. I also found that though some students achieved higher grades for subsequent assignments, their ending grade for the course was in the "B" range due to the averaging of all assignments. However, most of these students were achieving "A" level work at the end of the semester. Consequently, in my semester-end student evaluations, about 10 to 15 percent of the students evaluated my effectiveness and overall teaching below standard. This philosophy, method, and subsequent results of teaching aligned with what Glasser (1998) described as the concept of "boss-teacher" motivation concept rather than promoting quality.

As I continued to reflect on this style of teaching, I realized that this did not "fit" with how I perceived myself in connection with students and my wish for them to achieve their goals. I saw then, and continue to see myself now, as a vehicle of support and information to assist students to be successful and to have a "quality experience" in my classes. I further found that reading my semester-end student evaluations and specific comments were important in my exploration of adjustments and additions to my instruction. Relationship-building with others is important in my world, especially developing positive relationships with students. I thought about this when I continued to invest greater focus into my deliberations for improvement.

Lead Teaching and Lead Management in a Doctoral Classroom

The following are reflections of how I have implemented Glasser's Lead Teacher principles founded on his Lead Management model (Glasser, 1998) to create a quality class for students, specifically in my doctoral-level courses.

Glasser (1998) and Wubbolding (2000) specifically explained that lead managers (hereon referred to as lead teachers) focus on the following concepts:

1. engage workers in discussions about quality as well as ask for suggestions for improvement,
2. provide a model for what is expected while also encouraging input into how the job may be done better,
3. trust workers to evaluate their work, and
4. encourage continual improvement.

In summary, a lead teacher works to eliminate coercion, fear, and an adversarial atmosphere. Instead, a lead teacher focuses on quality, emphasizes self-evaluation, and promotes an open atmosphere based on quality relationships. The challenge becomes how to integrate and maintain these ideals in a system in which there are non-negotiables that may seem contrary to this model.

Non-Negotiables

Within the "construct" of a course, there are expectations regarding outcome production and goals and then steps to achieve them. A lead teacher would be aware that each student brings their own thoughts and creativity in accomplishing tasks (Glasser, 1995; Pierce, 2007). Working within this premise, I will explain how I constructed my syllabi and explain management of course attendance.

Syllabus Course Design to Encourage Ongoing Improvement

When designing my syllabi I first reviewed the course's non-negotiable student learning outcomes and the programs' student key performance indicator mandates. From this review I explore how I would like to have students meet these mandates and further nurture individualized student creativity. In doctoral courses, our program emphasizes the development of professional writing and oral presentation standards (based on the American Psychological Association's current publication manual). In striving to assist students' achievements of these non-negotiables I provide templates for them to use as well as specific general guidelines of information. I demonstrated in the first class how to use these tools and then reinforced this information periodically throughout the semester. When designating assignment due dates within the syllabus, I looked at the developmental process of the collective assignments and class activities. This review is to identify when initial and subsequent related assignments are to be due given the length of time for students to have knowledge to produce them, and then time for me to give extensive feedback, including positive acknowledgements and areas for further improvement. I planned assignment due dates to allow time for students to be able to incorporate this information into subsequent assignments. As the semester progressed, I continued to evaluate the due dates for subsequent assignments and solicited feedback from students as to whether additional time might be needed given the nature and pace of the class. I further encouraged all students to request individual meetings with me, especially if they needed further clarification regarding the feedback

provided. This is to support them to achieve the non-negotiables required by the system and to provide negotiables if possible. My main intention was (and is) to promote quality achievement for each student.

In addition to allowing students to incorporate their feedback, I worked to promote student quality achievement related to the non-negotiable course outcomes specific to course assignments and activities in other ways. For instance, I planned assignments and activities so that subsequent scheduled ones were built upon prior assignments and activities. With this approach, if students covered all the required content and specific requirements for initial assignments, they would get full credit (full points or a grade of "A") for the earlier work. As a result of this developmental process, the ongoing assignments would be evaluated based on the application of previous feedback, and no penalties (points lost) will be imposed if students show evidence of implementation of new developmental skills or application of professional standards. The goal is that their final course project will have achieved the expected quality of work related to the non-negotiable professional course standards.

Class Attendance and Life Events

I continue to struggle with how class attendance as part of a class's grade fits with providing a "quality" experience for students. Whereas recording attendance is a university non-negotiable requirement for all courses, I find it challenging to have attendance constitute a part of students' course outcome grades. I recognize that in-class attendance, especially at a doctoral-level, can have a significant impact on each student's understanding and application of course material. Therefore, I have a statement in the syllabus that explains missing three or more classes may constitute a grade reduction leading to the possibly of not passing the course. I currently have points related to attendance, though they only account for no more than two percent for each day absent of the overall course grade. Thus, a student could miss three classes and not have their grade adversely affected. I continue to explore this part of the course with the understanding that the students will find each class vital for their professional development and would therefore prefer not to miss class. My goal is to make course content and class meetings useful and relevant to students, so they will want to attend class meetings. However, as I have personally experienced unplanned life events during my own doctoral studies and in my life, I recognized the need to incorporate additional processes to adequately address attendance mandates. For instance, many students have had unexpected serious life events preventing them from attending class. These have ranged from sickness (including COVID

infections) to medical-related instances (including hospital needs) to the deaths of individuals with whom students have close relationships. Following the changes in course delivery required by the COVID pandemic, I purchased a web-based synchronous program (Zoom) which, depending on individual or group circumstances, I may use to allow the student or entire class to participate in class. If a student is unable to access this option, or if the option does not seem appropriate for a specific class, I have given and recorded "excused" absences if notice and information is provided in a timely manner and is evaluated on a case-by-case basis. This is to further mediate the potential effect of a class absence on a student's overall quality achievement.

Negotiables

Negotiables include soliciting quality engagement and encouraging suggestions in how to achieve a higher-level quality experience (Pierce, 2007). Glasser (1995) explained that creating an environment in which individuals are likely to experience a sense of feeling good, respected, and appreciated may affect the quality of their further engagement. To create a "feel good" academic environment, I believe that a positive relationship and open communication with students is a significant art associated with this process. To achieve this, I focus on three main premises: my teaching philosophy disclosure, providing student-lead learning opportunities, and checking-in and debriefing in all classes.

Teaching Philosophy

Prior to reviewing the course syllabus with the students, I introduce my teaching philosophy and how I use this philosophy to construct the syllabus, assignments, course activities, and other course requirements. I explain how I adapt my instructional strategies to include various learning styles such as digital (i.e. reading/writing), auditory, visual, and kinesthetic (Nilson, 1998), with Gowin's (1982) emotional learning concept. In addition to these guiding ideas, my philosophy includes the following beliefs and practices regarding teaching. . .

That is, quality instruction includes:

1. **Two-way learning process (students learn from me as I learn from them).**
2. **Co-operative learning (I function as a facilitator in the process as students become experts with certain topics to share with their peers).**
3. **Experiential learning (related topics, in and out of class activities, including open and exploratory discussions).**
4. **Outreach activities (out of class activities related to course topics).**

5. **Diversity sensitivity and support (creating a safe place for all students to share various opinions and experiences).**
6. **Developmental learning (assignments and activities are intended to build on one another).**

The intention of this process is to develop an initial relationship with the entire class. As the course progresses, I continue to evaluate my relationships with students to determine how I might maintain or achieve a more positive relationship with each student. Some of the areas I look for to evaluate if I have met my relationship goals are if students are open both in and out of class in their class discussions and personal connections, and if they ask me for further clarifications of material and required assignments. I also look for opportunities to encourage students to provide vulnerable self-disclosures specific to individual class and overall course topics and discussions. As these vulnerable behaviors ensue, I work to validate their disclosures to reinforce safety and to encourage continuance of the behavior over the course of the class.

When going over the course syllabus, including the explanation of non-negotiables and negotiables, assignments and activities, I discuss how each of these align with my teaching philosophy. I explain that I am not one for "busy work" with no connection to the courses' learning objectives or purpose. Finally, I then explain that when all the required content for each planned class day is covered, we will adjourn. This intentional self-disclosure is intended to provide purpose, meaning, and understanding of the nature of the course.

Student-Led Engagement

As I believe in Vygotsky's sociocultural corporative learning theory (McLeod, 2024; Newman & Newman, 2018), I provide group activity opportunities within course assignments and in-class activities. If students are selecting a topic of interest, I will explain the process in how topics are assigned to individuals and/or groups (two or more individuals). The intention is to help students understand that they may not get their first choice of assignments, but that there is a specific process and guidelines which are being followed for all students participating in these assignments.

Several of the group activities assigned are in-class oral presentations. With these presentations the students are asked to research and then share their information to "teach their peers" related to a specific topic. As

this might be their first professional oral presentation experience, I provide examples in how to construct a professional PowerPoint, coupled with oral presentation guidelines. I further require them to submit their initial PowerPoint draft at least four days prior to their in-class presentation so I may give them feedback on their content and format. I provide my feedback to all students within two days of their submission to give them time to incorporate any edits and associated feedback provided.

Modeling Quality
Glasser's primary theoretical philosophy is based on creating and living in one's quality world (Glasser, 1998; Glasser, 1994; Glasser, 2000; Pierce, 2007; Wubbolding, 2000). These authors further explained how this can look different for each individual. As a lead-teacher, my primary goal is to provide a positive relationship with each student. To accomplish this, I focus on class and individual supportive communications and also provide extensive positive and/or constructive feedback on assignments and activities in order to promote each student's successes.

Communication
Regarding class communications, I work to remind students of upcoming assignments each week. I send out friendly reminders to individuals who may not have submitted their assignment in a timely manner. I allow a couple of late assignment submissions without penalties, especially if the student has reached out to me regarding their delayed submission.
I make accommodations for individual meetings to discuss topics with students when they may need advice and/or further clarification (usually regarding assignments). Because our program's classes meet in the evenings, I provide individualized web-based student meetings (usually through Zoom) in the evenings up to 9:00 pm. As most of the students have full-time jobs, they often express their great appreciation for this flexibility and accommodation.

Throughout each class, I discuss and work to demonstrate how I view myself as a resource related to the course's subject matter. In this capacity, I explain how I am not expecting students to come into the class knowing everything. Instead, I explain that I am here to investigate what they do know and to augment their existing knowledge with new ideas and insights. This is also known as teaching from an andragogy theoretical approach when working with adult students (Remenick & Goralnik, 2019; Storm, 2023).

Assignments and Course Activities

Because course assignments and activities provide students with new professional standards regarding construction and format, I provide templates. These templates are formatted according to professional standards and include written information related to expectations regarding the assignment(s). Additionally, I provide examples to demonstrate what a quality product may look like. This intentional method is designed to assist students to achieve quality work through examples and/or through clarity of information.

As part of my andragogy approach of teaching (Remenick & Goralnik, 2019; Storm, 2023), when giving students feedback on assignments and course activities, my emphasis is to explain that this is not to say what they are doing is not accurate, but that I am helping to augment their thoughts and approaches to various specific abilities related to professional writing and oral presentations. Within my feedback I provide both positive acknowledgements as well as constructive edits and comments. By highlighting the positive comments my intention is to acknowledge and reinforce their foundational current knowledge and work. I then provide in-text (written work) feedback combined with comments on corrective feedback which are grounded on professional writing and oral presentation standards (nonnegotiable).

My intention with this approach is to provide meaningful feedback that combines positive remarks and constructive feedback to further provide a quality experience promoting each student's course success. Students have remarked on how they greatly appreciate this approach, especially with the extensive explanatory feedback/comments. As courses have progressed, I have noted how the students have further incorporated the feedback across professional levels.

Coupled with providing meaningful and constructive feedback, I also strive to return edited assignments and work in a timely manner. I want to ensure that students will have ample time to incorporate feedback into subsequent assignments. As part of my full disclosure, I let students know when I will be working on evaluating submissions (what specific weekdays), explain that I work on assignments based on "first submitted, first reviewed," status, and let them know if and why I might be behind with completing these tasks. This self-disclosure is intended to model openness and understanding related to work accomplishments. Pierce (2007) discussed how "lead managers who accept [and demonstrate] their

role as a teacher and modeler" (p. 83) will further promote excellence and will more likely provide a quality environment within settings. My transparency of being open and showing my "humanistic side" is designed to encourage students to do likewise.

As mentioned previously, part of my intention to create a quality world experience for students is to design assignments in a developmental manner. Within this context, I also do not penalize students related to added information. Instead, I provide instruction and feedback to assist them to augment their knowledge and abilities. From this developmental perspective, students are not penalized for what they are learning; instead, they are given individualized information to further their knowledge and skills. Additionally, if I find multiple students needing further similar information, I will spend time in a subsequent course meeting in which I will provide additional explanations for this information that appears to need further explanation. This is consistent with my belief that multiple reinforcement of information aids serves to enhance the learning process.

Encouragement and Self-Evaluation

Glasser emphasized how encouragement and self-evaluation promotes quality as well as enhances engagement with others (Glasser, 1998, 1994, 2000; Pierce, 2007; Wubbolding, 2000). In addition to providing positive and constructive feedback to students, I also have peers in class provide evaluations regarding in-class presentations. These evaluations are non-graded, non-evaluative, but simply provide helpful, written comments. Reviewers are asked not to use evaluative words such as "excellent," "good," "bad," but rather how they find themselves impacted by the presentation through words such as "impressed," "enjoyable," "informative." Each evaluation covers four areas: key takeaways, positives of presentation style and content, areas of improvement for future presentations, and overall thoughts regarding the presentation, including quality of materials and any other activities.

In addition to receiving peer evaluations, each presenter is also asked to evaluate their own presentation. This self-evaluation is intended to have students identify how they found their work in both positive terms and where they think they would like to improve. As Pierce (2007) commented, this opportunity to provide self-evaluation can promote individual's internal incentives to further improve their own quality work.
Because these are doctoral level courses, there are two types of evaluations: presenter self-evaluations and class peer evaluations. The

presenters complete their self-evaluations which are not shared with the entire class but kept confidential. This is to provide them with the opportunity to review what they thought they did well and areas they would like to improve upon.

The class peers also completed evaluations on their peers' presentations. These peer evaluations, my instructor evaluation of the presentation, and the recordings of the presentation are posted in the course's learning management system (e.g. Blackboard, D2L). All class students are then able to read others' evaluations, thoughts, and comments, my evaluation(s), and review the presentation recordings to identify what elements they may want to infuse into their own future presentations. As mentioned previously, students are also required to submit their presentation materials prior to their scheduled presentation time, which gives me enough time to provide format and content feedback. These initial drafts are not graded. This is another method intended to promote a higher level of quality work.

Non-Coercive Environment

Glasser (1998) discussed how providing a non-coercive environment can be the foundation for creating a "quality classroom experience" for students and instructors alike. He explained that a non-coercive setting would involve developing a positive relationship with students, open communication, and familiarity and transparent concern for each student's needs. The main goal is to create an atmosphere of safety and minimize confrontations. However, if confrontations do occur, a lead teacher would work with students to resolve the issue within the framework of negotiation rather than rely upon the use of confrontation (Glasser 1998).

Check-in and Debrief

As a counselor educator, I find that the heart of engagement with others is developing a positive working relationship with students, much as I do when working with clients. Part of how I work to accomplish this end begins with the start of each class. I do a "check-in," having students share how they are doing coming into class. As each semester progresses, I find students using this time to be increasingly honest and open (within appropriate personal boundaries) regarding their energy in starting class, in reporting any issue of concern they may be dealing with outside of class and school, and in sharing what challenges they may be experiencing within the class and program. A lead teacher does not ask others to do what they would not do themselves (Glasser, 1994; 1998). Therefore, after

each student has checked-in, I also do my own check-in with similar information. The intention is for me to "be human" with them as they are doing the same for their peers and me.

One outcome of this process is that students appear to become mentally and emotionally present in class as a result of these disclosures. In my experience, I find that when one validates his/her own mental and emotional status, this can reduce the continued mental festering of these thoughts. Through this validation process, I experience the energy of the room shifting and students appear to become more focused and involved with the class's didactic discussions and their sharing of ideas.
This validation and check-in process also aligns with my interest and expertise in group work. When a group is cohesive, students connect to one another (Yalom & Leszcz, 2020), I can also understand and emphasize with them, and they are able to better connect with and understand me. This is intended to create an open positive collaborative atmosphere for all of us.

At the end of each class, I always allow time for a "check-out" period. Prior to the check-out, I have students ground themselves by sitting solidly (or standing if they wish) and we all take a breath, hold it, then slowly exhale. I do this about two to three times before asking each student to "check-out". For the check-out I use one of two approaches. I ask each student to share one or two things which impacted them and that they are taking from the class. This provides a student-lead summary of the class's information or process. If there is not time for these longer disclosures, however, I will have students simply say one "feeling word" as they journey outward. These check-out sessions provide me (and hopefully the students too) with feedback regarding key components of the learning or how they are feeling about the day's class.

Soliciting Feedback
I continually seek feedback from students regarding their understanding of the content material and assignments. With this knowledge, I may solicit suggestions regarding due dates, or if I sense that what they have already accomplished in the class might warrant elimination of an assignment, reading, or other activity originally on the syllabus. This also provides me with valuable information to consider for potential adjustments I may want to make regarding each component and construction of the course(s) in the future.

One key personal issue I have found is "not to take student feedback personally." I was challenged early on with this concept when a student might provide direct and potentially challenging feedback to me. I found myself responding in a defensive manner. The results created my personal despair which could last for a few weeks. As I further explored what was going on for me in these situations and applied a motivational interviewing approach (Miller & Rollnick, 2002) to enhance my understanding of my own process, I could reframe the event to recognize that the student was just giving me feedback. I finally came to realize that by not being defensive I was able to relax better and be more in the moment, and this allowed me to stay present and engage better with students when receiving their feedback. Not taking feedback defensively continues to be challenging for me to do consistently, but I recognize defensiveness is a common human condition, and as a lead teacher my goal is to help students to take such feedback as a learning opportunity instead of as a criticism. This goal emphasizes the importance of creating a non-coercive environment for students as well as for me.

Summary

It is my hope that readers might be able to apply my personal perspectives in infusing a lead manager (or lead teacher) identity into their work. My experiences of infusing Glasser's (1998) five elements of basic lead management (non-negotiables and negotiables, quality engagements and soliciting suggestions, modeling quality, encouragements and self-evaluation, and creating a non-coercive environment) into a doctoral level classroom are intended to spark ideas which may be used or built upon to further a healthy and positive quality classroom experience for all parties. This infusion of Glasser's lead manager's concepts is an on-going process and continues to provide positive results for students as well as for myself as an educator.

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<u>Brief Bio—</u>

Kent B. Provost, Ph.D., LPC (equivalent to LCPC in Illinois), is a professor and the program coordinator of the Counselor Education and Supervision program at Governors State University in Illinois. He is a Licensed Professional Counselor maintaining his license in Oregon. He has over 45 years' experience in various leadership, management, and supervisory positions. He has presented at numerous national, regional, and state professional conferences, as well as been a former trainer for PESI. Additionally, he is currently serving his fourth year of five on CACREP's National Board of Directors and is also the Executive Treasurer for the Board.

Memorials/Tributes for Albert Katz

IN MEMORY of AL KATZ

Al Katz was one of the first disciples of RT,
and he gladly shared this theory like very few others, yessiree!
He truly loved Dr. Glasser and never feared to show it
and followed him closely so that others would surely know it!

Al was witty and certainly loved to teach CT/RT,
and his students greatly enjoyed it . . .that's a certainty!
Therefore, Al's teaching of CT/RT will live on,
long after all of us are gone!

So, though Al's gone we still need to share Bill's ideas,
and not hide them away like someone's doctoral thesis.
For if that happens Bill's dream of teaching CT/RT to everyone,
will fail and that would create a real conundrum.

So, in memory of Al and Bill we should surely forebear,
and be willing to teach CT/RT anytime and/or anywhere!
After all, that's what "true disciples" are actually expected to do,
as they pattern their life's work after great people like Bill and YOU!

Thanks for the great memories that we have of YOU,

Your friend,

Tom Parish

To all of my friends within WGI—

I'm delighted to say something about Al, our wonderful friend and colleague.
In spite of the geographical distance between us, we always kept in contact with one another, and I miss him a great deal already!
I'm attaching a photo from my collection in case it is needed.

AL KATZ

It was almost forty years ago that I first met Al Katz in Detroit, Michigan, USA. The friendship was immediate and it was only later that I discovered he was one of the very first students and faculty of Dr. Glasser's Reality Therapy. He was a giant in Reality Therapy, and he continues to be such for me still.

Meeting Al at different conferences was always a highlight for me. His grasp of Choice Theory and his ability to communicate these ideas were truly amazing. His humour was legendary, something that we have always prized very much here in Ireland. In fact, we renamed him Al O'Katz on several occasions.

On their last visit to Ireland, Al and Susan stayed with us and we travelled together to a conference in Cork. I remember Al being tickled to see his name in lights above his reserved seat on the train and the imp in me regretted not having added something funny to his name when I made the booking. I really believe that he would have loved that!

Thanks for the memories, Brian Lennon, IRELAND

Remembering Albert Katz with appreciation and great admiration . . .

For decades, first as a teacher and subsequently as a psychologist, I applied Choice Theory and Reality Therapy ideas. But then I met, trained with, worked with, and became friends with Bill and Carleen Glasser and not long after with Al and Susan Katz. These became life-changing relationships for me. Al was a major reason.

Twenty-two years ago, I was advancing through the certification process with wonderful instructors. Then I had the privilege and honor of meeting Al Katz who was my Advanced Intensive Week instructor.

Before the Advanced Intensive Week started, several people told me that Al was a terrific but serious and demanding teacher. Being a conscientious student, I started the training with both an old brain that could become anticipatorily anxious, and a new brain that was very excited about all the learning opportunities ahead.

Al was a remarkable teacher in countless ways. He was also very well organized and a great communicator. However, he was so much more. He was compassionately devoted to quality teaching of Choice Theory and Reality Therapy ideas while making every participant feel special, feel heard, and feel cared about. Al created four days of life-changing interactions, role plays and instruction to masterfully focus on all the different elements of Choice Theory and Reality Therapy. Al's roleplay facilitation was brilliant. His compassion for and the inclusion of everyone in the group was beautifully woven throughout the week.

Countless people in the world have changed for the better because they knew Al Katz. For me, I will always treasure the privilege of knowing and considering Al my friend. Al is my life-changing reminder of what a genuinely kind, generous, brilliant, loving person filled with caring, competence and generosity can be and can do to make the world a better place.

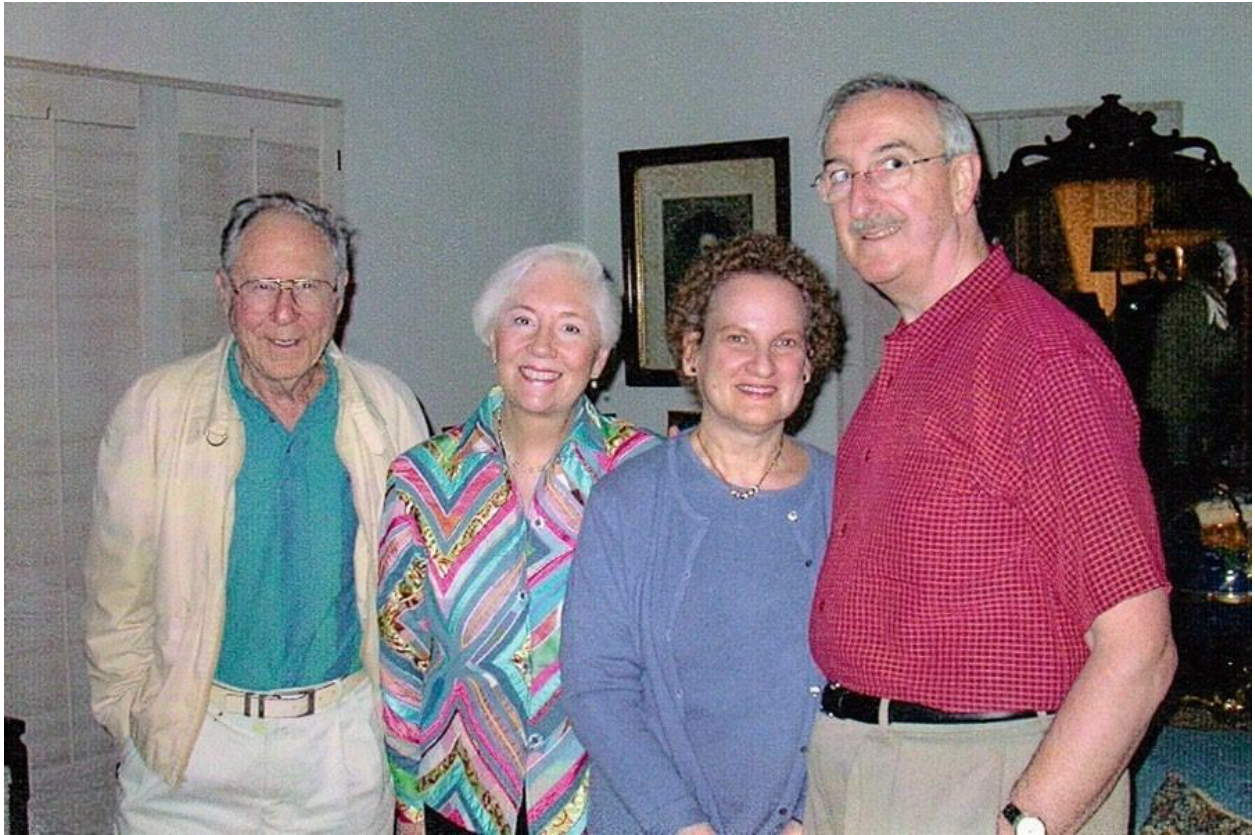My heartfelt and loving thoughts go out to Susan and to his family.

Brandi Roth, Ph.D.

Date: March 26, 2025 at 9:58:03 PM PDT
To: Brandi Roth <brandiroth@yahoo.com>
Subject: Photo of Katz and Glasser in 2003 - two couples
Attached is a 2003 photograph of Katz and Glasser - two couples

Thanks for the memories—

I had the privilege of knowing Al Katz through his many roles in my life. Al was my instructor for several levels of my RT/CT training. We shared our contributions to WGI through our work on the advisory board. Together we trained many groups in intensive and faculty training. Most significantly, Al transformed my life in his role as mentor and good friend.

Al was also known for his sense of humor. As a person who likes to find laughter in the strangest situations, I appreciated playing with Al in finding puns and opportunities for jokes, even in challenging situations. He was a master!

At the same time, Al was always focused on quality in his work. I enjoyed watching him facilitate training and how he helped participants go deeper into understanding the concepts that we were discussing. He could be tough, but we always knew this came from his commitment to helping us be the best we could be.

Finally, he was a man with a lot of heart. His love for his wife Susan and their kids was evident and something for others to emulate in their family relationships. I expect that those of us who felt his love in friendship were blessed and inspired to follow his example in our relationships with others. When we were asked to write a tribute for Al, my first thought was "How much time do I have?" I guess I can just sum it up by saying that, in my opinion, to know Al Katz was to love him.

Patricia Robey

My Tribute to Al Katz –

Al Katz was a founding figure in psychology and education, and was deeply influenced by the work of Dr. William Glasser. He passed away on September 26, 2024, leaving behind a legacy that profoundly impacted countless individuals. He was a significant presence in the William Glasser Institute, and I fondly remember his humor and foresight in his counseling approach and role plays.

Al began his pioneering work in education and mental health by initiating classroom meetings in the school system. I still have cassette tapes and handouts that he created to assist members of WGI in heading up classroom meetings. The impact of classroom meetings expanded to family meetings, marriage/relationship meetings, and in the business arena as a part of lead management.

As a school psychologist, he applied Choice Theory principles in his counseling approach and inspired children, students, and families to contemplate life's challenges while ensuring they had a foundation of CT/RT that could guide them through those challenges.

Al was among the first group participants certified by Dr. Glasser and played a pivotal role in introducing Reality Therapy to the East Coast. He served on the inaugural International Board of the William Glasser Institute. He volunteered in numerous WGI leadership roles to present CT/RT to the public and trained many new participants learning CT/RT, most often with his gracious sense of humor and welcoming smile.

Al Katz lived CT/RT in all that he did and with all he encountered, and I will miss him greatly. His memory remains a great blessing to all who knew him.

Dr. Janet Morgan, LPC, NCC, CT/RT, EMDR, MFLC, BC-TMH https://janet-morgan.clientsecure.me/

Maureen Craig McIntosh **maureen@monctonrealitytherapy.ca**

My tribute to Albert Katz --
I had many interactions with Al. over the years from being one of my early instructors, to enjoying workshops with him and his fantastic sense of humour.
I am most grateful to him for agreeing to come to Moncton, New Brunswick and work with the teachers of the only Quality School in Canada. They were so impressed and grateful with his Classroom Management Process.
He certainly gave to all those he came in contact with and I for one, have and will miss him.

Yours in anticipation,
Maureen Craig McIntosh, LCT, CPC,DTM
President, Glasser Canada
Professional ICF Certified Coach
Licensed Counselling Therapist
Trainer and Speaker

My Tribute to Albert Katz –

While in graduate school at Northeastern University in Boston, MA (in 1994) I was in an M.S. in counseling psychology program. At that time Dr. Lawrence Litwack integrated Reality Therapy into our counseling theories class. It certainly seemed to me like a great fit, and so I was quickly hooked from the start and was so lucky that I could get readily certified in Reality Therapy too.
Besides Dr. Litwack I was also fortunate to work with Mary Watson and Al Katz too. Notably, Al was an incredibly important mentor and teacher for me because he helped me along my entire RT/CT journey.
Al was hilarious, as well as super-smart AND supportive – given the commitment needed for following through with certification and subsequent faculty membership. Truly, Al's assistance throughout this process was essential for me. Thus, his legacy lives on in mental health practitioners like me. Thank you, Al, I'll never forget all that you did for me!

Jennifer Brody, PsyD/Director of APA Accredited Doctoral Psychology Internship/Supervising Psychologist/Astor Services/Rhinebeck, NY.

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In honor of Al Katz—

Al Katz was known as a champion of Dr. Glasser's work from its early development. First, he learned and practiced Reality Therapy. He also continued his support and work concerning other Glasserian concepts, e.g., Control Theory and Choice Theory.   Notably, he also always had a statement to add to any discussion.
Sharon Carder-Jackson

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In remembrance of Al Katz—

I met Al Katz during my Choice Theory training in 2003. Al was very disarming and a "feel good" individual. I had many enjoyable chats and learning moments with Al. We had dinner together with the very entertaining and enlightened Lucy Robbins who is another very special individual. Thank you, Al, for all the great memories!

Your friend,
Sal Elmo

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Please accept the following tribute.

The name of Al Katz was well known to me when I encountered Reality Therapy. It was around 1985. He paid a visit to Japan with his wife. We took them around for sightseeing in Tokyo. I have fond memories of them. The name of Al Katz was heard often in the field of education at that time. It was a great encouragement for a newcomer. We miss you Al Katz. You have definitely made a great impact on all of us.

Dr. Masaki Kakitani, Litt.D. D.Min. kakitani@choicetheory.net https://www.choicetheory.net/ https://www.choicetheorist.com https://www.jactp.org

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Hello to all--
I am from New York. I was a school psychologist at Scarsdale High School. Bill came a few times to talk in Westchester and Al was always there too! They were both great men!
Best regards,
Ernie Collabolletta

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Al Katz, Rest in Peace . . .

"Present at the creation" is the way I always introduced Al Katz at the William Glasser Institute events. He was one of the last persons present who was at the very beginning - present with Dr. Glasser when he first formulated the principles of "Reality Psychiatry" later known as Reality Therapy.

He was there with Alex Bassin and Tom Bratter. Al was full of kindness for everyone and with gentle humor.   He engaged everyone with his disarming ability to instantly connect with them. As with all humor, timing is an indispensable component. His impeccable ability to time his jokes and comments is illustrated by an incident that occurred on a bus en route to a Saturday night banquet at a certification week.

Al, and his wife Susan, who was a perfect mate for Al, plus Sandie and I, as well as many others, were sitting in the back of the bus. Al began to note how we were all dressed up ready for a celebration. He commented on one man's jacket, a woman's skirt, and other items of clothing worn by 5 or 6 others. How observant he was!!

Sitting immediately in front of him was Peter Appel who wore a ponytail. Al's comments culminated in him saying, "Peter has a new rubber band for his ponytail." The 8 or 10 people in the back of the bus broke out in uproarious laughter (this was one of those events where "you had to be there" to fully appreciate the hilarity of this perfectly timed one-liner).

Al, we miss you (and your humor) beyond what anyone can possibly express with words. No institute event will ever be the same without you.

Rest in Peace, good friend.
Bob Wubbolding