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The International Journal of Reality Therapy is directed to publication of manuscripts concerning research, theory development, or special descriptions of the successful application of choice theory and reality therapy principles in field settings.

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Permissions: Copyright held by the International Journal of Reality Therapy. No part of any article appearing in this issue may be used or reproduced in any manner whatsoever without written permission of the editor - except in the case of brief quotations embodied in the article or review.
This issue marks the end of nineteen years of publication of what was the Journal of Reality Therapy and what has evolved into the International Journal of Reality Therapy. The journey has been an interesting one over the years. We started with a small 32 page journal that relied heavily on individual narratives, case reports, theoretical explorations, and a variety of applications of the ideas of RT/CT/QM by practitioners from a variety of fields.

We have now moved into a much larger, literally and figuratively, journal that is increasingly respected and that serves as a voice for contributors from throughout the world. The ideas originally developed by William Glasser are not only being adopted by individuals and groups world-wide, but are being adapted, expanded, and experimented with by an increasing array of highly skilled individuals. At one time, the primary source of ideas relating to RT/CT/QM was contained in books published by William Glasser. These books are increasingly being translated into many other languages.

However, as the years have rolled by, an increasing number of contributors have added to the literature. These include some of the leaders in internal control psychology. Individuals such as William Powers and Robert Wubbolding have been major contributors to the analysis and spread of ideas. Other individuals that have contributed to the literature on Internal Control Psychology include leaders such as Barnes Boffey, Nancy Buck, Edward Ford, Perry Good, Diane Gossen, Bob Renna, and Bob Sullo - each of whom has written books that have served to raise questions and cause us to think about what we believe and how we practice.

I have tried to do the same with the Journal. The articles by Ellis and Powers in the last issue, and the data-based articles in this issue mark an important step forward. The articles relating to RT/CT in Israel reflect the newest addition to our international community (the first five people were certified in Israel in February). It is my hope that we will receive an increasing number of contributions from our international community.

I welcome reaction/suggestions/contributions to the Journal. I have consistently tried to raise the level of the Journal, and to resist any attempts to limit the interchange of ideas. I am proud of the Journal, as I hope that all members of the Reality Therapy community are. This is the voice of those who believe that Internal Control Psychology is the hope for the future.
CT/RT/LM/ and Student Conduct

A Five year Study of Junior High School Student Conduct Choices
Using Choice Theory, Reality Therapy, Lead Management,
The Choices Book, and the Teacher Tool Kit

A.J. Pease and Jason Law

ABSTRACT: Incidents of negative student conduct during the school years 1994-95 through 1998-99 at Vernal Jr. High School dramatically decreased. This was, for the most part, the result of Choice Theory, Reality Therapy, and Lead Management. The five-year data indicate that, as more teachers increased their skills in the use of CT/RT/LM, the numbers of referrals, minor incidents, flagrant actions, and habitual repeaters decreased. Staff members primarily believed that the program was implemented as a discipline process to reduce negative student behavior. However, this was not the case. The intent was to teach CT/RT/LM and see what results would occur. The significant benefit was in the way teachers and others approached choices and relationships.

INTRODUCTION: Vernal Jr. High School has approximately 900 eighth grade students. The school is located in Vernal, Utah, which is a regional shopping center for its own 12,000 residents plus a large, multi-county rural area. The area experienced a severe economic “boom/bust” cycle in the past twenty years. During and after this period, much of the community perceived an extreme increase in disruptive and flagrant student actions in the secondary schools. The goal of this study was to gather data to determine the actual number of incidents of negative student conduct and provide a model that would support the achievement of a safe, respectful, learning environment, which in turn would lead to quality.

As many as 1435 student referrals for administrative intervention were made in one school year. This was considered extremely high. Many referrals, more that half, were for incidents that could have been successfully resolved by classroom management procedures. Over half the faculty was struggling with classroom management and student conduct intervention. Most believed that if warnings didn’t work, then sending the student to the office was their only option. On most days, there were as many as thirty students in the Assistant Principal’s office area throughout the day. Flagrant or serious infractions were considered extremely high with 287 in one school year. Approximately two thirds of the student body had at least one administrative referral. Thirty to forty students had thirty to fifty conduct referrals in a year which meant that 3 to 4 percent of the body had a very high recidivism rate. Disruptive student conduct was a serious detriment to a safe, respectful, learning environment and justified a major effort to implement a model for improvement.

THE CHALLENGE: Saying we wanted a safe, respectful, learning place wasn’t too hard. Getting there presented a challenge that many have attempted but few have achieved with dignity for staff and student. It appeared to us that many who had made this attempt had chosen a very forceful, controlling, regimented approach. Most examples we found were based on a coercive, punitive, fear inducing relationship with students. It seemed that the underlying message was, “Do what we tell you, or we will hurt you.” We reminded ourselves that we didn’t like this approach used on us as adults. Students don’t appreciate it either. Yet to not attempt control seemed to be permissive with no accountability.

Before choosing a model, it was critical to ask ourselves whether we were to be an educative system or a punitive system. We wanted to focus on education. We wanted accountability. We said we believed in reducing coercion, intimidation, and fear. We wanted to support individual initiative as well as the needs of the system. We liked the idea of quality.

The least coercive yet accountable process I knew at the time was based on Choice Theory, Reality Therapy, and Lead Management as presented by William Glasser. The model I had in mind would include CT/RT/LM for staff and students, but would not be used by name. The reason for this was that the staff had the erroneous perception from past presentations that these were elements of a very permissive, non-accountable process. Patience, finesse, and time would be needed. There would be misunderstanding, difficulties, even traps along the way.

CHRONOLOGY BY JOURNAL ENTRY

First Year (1994-95) If it looks like a mob, sounds like a mob, and acts like a mob - it’s a mob.

• Witnessed confrontive, adversarial interventions in dealing with student behavior.
• Many students recommended for transfer to an alternative school.
• Addressed only the most severe behavior - no minor incident or classroom support.
• Observed high recidivism rate in disruptive and illegal student behavior.
• Noticed lack of staff support for new approaches.
• Watched, kept accurate records, learned, and was accountable.
• Paid my “dues” in the eyes of approximately 50% of the staff.
• Did not speak of Choice Theory or Reality Therapy to staff - too much previous misinformation.
• Practiced RT with some students with good results but too little time.
• Informed staff at end of year that 80% of “bad deeds” were done by 6% of “bad deed doers”.
• Informed the staff that if they would set up classroom management systems the 6% would improve behavior choices or spend more time with me.
• Established a behavior intervention record transfer process between each school.

The year was an hellacious time for me. The staff, and the students. It was a terrible place, time, and experience. I don’t think any caring person could survive another.

**Second Year (1995-96)** A tinder box by itself is not a problem; it’s only when the matches are lit.
• A few teachers willing to listen to what made my process work.
• Developed and tested a working model of the Repair Kit.
• Included the PASS (detention) room leader in limited Repair Kit facilitation.
• The PASS room leader learned CT/RT/LM by having students teach the Repair Kit to her.
• Parents involved with their students in learning the Repair Kit and PASS conferences.
• Form letter developed to involve parents.
• Had occasional, informal conversations with the seven teachers most receptive to my efforts.
• Started developing the Teacher Tool Kit (TTK) to assist teacher in classroom management and student behavior intervention.
• Teachers began to see positive changes in student choices through the use of the administrative Corrective Action Plan (CAP).
• A few teachers used the TTK and the classroom CAP and were able to better assist students with their choices.
• The number of flagrant and extremely frequent disruptive actions decreased.
• Time to be in halls and classrooms more.
• Time to focus on more minor incidents and patterns.
• The number of interventions remained high but students more receptive to an RT approach.
• Teachers surveyed to see how many wanted more of the “new process”.
• Seventy-five percent wanted more even though they knew little of what it was.
• The number of students referred to the alternative school decreased.

Few sane people would choose to spend a year like this one, even though it was better than the last one.

**Third year (1996-97)** Will others join or am I Don Quixote charging another windmill?
• Repair Kit fully developed and activated in PASS.
• Teacher Tool Kit issued to all faculty members as the process of classroom management and to access eventual administrative intervention when needed.

• Announced that I would be available at times for those who would like to discuss our process and CT/RT/LM.
• Wrote a paper on Dr. Glasser’s thoughts on Technology Advancements vs. Improvements in Relationships
• Discussion groups provided on TTK, relationships, and the Repair Kit.
• Increased teacher use of student developed plans (CAP).
• Fewer Repair Kits assigned this year.
• Few students went beyond the second administrative intervention consisting of the CAP.
• There appeared to be a school-wide improvement in student conduct and attitude.

I feel like I’m about to fall off this horse, but more teachers are involved and fewer students are seriously acting out. Maybe, just maybe, it will be a tolerable place to work.

**Fourth year (1997-98)** Rivers may appear calm on the surface—watch out for the undertow.
• The Repair Kit was changed to the Choices Book for total student body use.
• Faculty and administration voted to join the Quality School Consortium.
• Teachers were asking for more CT/RT/LM in-service.
• All students were guided through the Choices Book by at least one of their teachers.
• Students were beginning to say that the school is a pretty safe place to be.
• Dramatic drop in recidivism.

I could definitely find a worse place to earn these big bucks I get.

**Fifth year (1998-99)** I love it when a plan comes together. But does it have to take so long?
• All students studied the Choices Book up to three times during the year.
• Most teachers taught the TTK along with their classroom management process.
• Plans made to change PASS to the Choices Program Room (CPR) next year.
• The safest, smoothest last day in memory. No negative incidents by students occurred.
• By the end of the school year, I could say that Vernal Jr. High does not have a discipline problem. There are students learning to make choices that are more helpful than hurtful.

Man, this is neat stuff. I’d sure like to share it with others. Data to follow.

**THE CHOICES BOOK AND REPAIR KIT**

Students who were sent to the office the first year (94-95) were introduced to Choice Theory through Reality Therapy sessions with an administrator. The results were positive and
The Teacher Tool Kit was developed to provide guidelines for planning form called a Quality World Activity. By the end of the fifth year both booklets were used, but the need for Repair Kits was lower than any previous time.

The Repair Kit name was retained through the third year. However, at the point when approximately one half of the staff agreed with its concepts, it was possible to change the name and expand its use. It became The Choices Book and was taught by at least three fourths of the teachers to all students.

Early in the fourth year, however, we found that some students still needed the intense Repair Kit/conference process. The kit was expanded to provide a more complete planning form called a Quality World Activity. By the end of the fifth year both booklets were used, but the need for Repair Kits was lower than any previous time.

THE TEACHER TOOL KIT

A consistent student conduct intervention and classroom management procedure did not exist and was needed. Some teachers had no process in place. Some teachers had long lists of class rules. Most were coercive and threatening. The Teacher Tool Kit was developed to provide guidelines for consistency, accountability, and reduction of coercion. If followed, the TTK helped reduce confrontive power plays, incorporate parents in a timely manner, and provide support by counselors, administrators, community agencies, and juvenile court if needed. The TTK is still evolving with a current effort to include a section on more precise guidelines for the first three to five days of the school year and each trimester.

PASS ROOM TO CHOICES

PASS is the acronym for Positive Alternative to School Suspension. In theory, it was to keep students in school. In practice, it was a place to "dump" students too ungovernable to remain in class. It was considered by most teachers as punishment. Some students with repeated disruptive conduct saw it as a reward. These students would have some one-on-one attention from the PASS room leader when the numbers weren't too high. Therefore a conflict arose between the teacher's vision of PASS as a "punitive dumping ground" to hold kids versus students who chose disruptive actions in class in order to get away and have some more acceptable attention.

The PASS room leader recognized the need to support teachers in their student relationships and interventions. This meant that the PASS room process would need to change and the change would not be easy.

By the third trimester of 95-96 the PASS room leader was facilitating parent/student/Repair Kit conferences. Choice Theory, Reality Therapy, and Lead Management were becoming an integral part of PASS. During 96-97, students sent to PASS were taught CT and were shown that most, if not all, problems with people are relationship problems. During 97-98 the Repair Kit was slightly redesigned and named the Choices Book. This set the stage for PASS to be named the Choices Program Room (CPR). CPR was added for humor.

DATA

Core Test Scores During the five years of this study, four of the seven school-wide Core Test scores improved. One stayed even. Two dropped. There is nothing at this time to empirically indicate a connection between the improvement and the incorporation of CT/RT/ILM. However, we think, and it is our hope, that since students are learning to make more helpful choices related to conduct that this is carrying over to their academic work.

Reading Scores -- Provided by Carrie Weldon, VJH reading teacher. The First Trimester of the school year, I spent the first few days of school teaching my students The Choices Book. It is generally known as The Repair Kit when it is studied after flagrant or frequent disruptive actions. The Choices Book approach was used since it was studied before any infractions occurred.

We discussed the contents and answered the questions. When second trimester began twelve weeks late, I chose not to teach the material to my students because several teachers had taught it during the first trimester and I decided that most of the students were familiar with its contents by that time.

At the end of second trimester, when frustrated by the amount of time I had spent during those twelve weeks dealing with conduct problems, I compared my conduct intervention records and saw the difference teaching The Choices Book seemed to make on the amount of time I spent during class dealing with conduct problems.

I teach four sixty-five minute classes a day. During first trimester I dealt with a total of 85 student actions that hurt or took away from the "safe, respectful, learning school environment" that we are working toward. During second trimester I dealt with a total of 213 infractions. Both groups were similar in their background and reading abilities. The only detectable difference was that I taught the Choices Book to the first trimester classes and not to those in the second trimester.

The following data show the number of infractions by class period for first and second trimester of 1996-1997:
Student Conduct Infractions  
With and Without Teaching the Choices Book

Table 1

<table>
<thead>
<tr>
<th>CLASS PERIOD</th>
<th>FIRST TRIMESTER WITH THE CHOICES BOOK</th>
<th>SECOND TRIMESTER WITHOUT THE CHOICES BOOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>25</td>
<td>36</td>
</tr>
<tr>
<td>Third</td>
<td>28</td>
<td>57</td>
</tr>
<tr>
<td>Fourth</td>
<td>17</td>
<td>50</td>
</tr>
<tr>
<td>Fifth</td>
<td>15</td>
<td>70</td>
</tr>
<tr>
<td>TOTAL</td>
<td>85</td>
<td>213</td>
</tr>
</tbody>
</table>

By the end of second trimester I was frustrated with several things about my Reading classes. I did not know if my curriculum and delivery actually worked. Was it actually improving the students’ reading? I wanted to find a way to encourage students to participate more in class and have more of the students complete the homework assignments. If my curriculum did not work, I wanted to find something that would.

In order to test if my curriculum actually worked, I first searched for and found a test that I could use as a pretest and a posttest to identify the students’ reading skills when they entered my program and when they exited. I could also chart students’ reading levels.

My second step in testing the efficacy of my curriculum and delivery was to set up two experimental groups and two control groups. The control groups continued as before with the teacher “in control”. The experimental group students would be “in control” within the context of Choice Theory. They would also make a contract with me for the work they would accomplish.

At the end of the third trimester study I found a difference in the average grade level increase between the control groups and the experimental groups.

Table 2

<table>
<thead>
<tr>
<th>TEST GROUPS</th>
<th>PRETEST AVERAGE</th>
<th>POSTTEST AVERAGE</th>
<th>INCREASE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental (CT)</td>
<td>4.0</td>
<td>5.5</td>
<td>1.5</td>
</tr>
<tr>
<td>Control</td>
<td>4.5</td>
<td>5.0</td>
<td>.5</td>
</tr>
</tbody>
</table>

The groups that believed they had control within the Choice Theory context increased their reading skills by one and one half grade levels. The groups who believed the teacher had the control and made the decisions raised their reading skills by one half grade level.

I also found an unexpected outcome - contracts are perceived by students as external control. Only four of the forty-five students maintained the contract process. They continued to increases their skills but dropped the contract. Why?

Students perceived the contract as minimum requirements. Most students wanted something more flexible similar to the Corrective Action Plans they had learned to build. They saw “plans” as things they create on their own using their own imagination and with little coercion from others.

It appears that the more control the student has in the choices he or she has in developing goals, the more interest s/he has in achieving those goals.

Choices/SHO Group–– Provided by Jason Law, Utah Division of Child and Family Services. One to two percent of the student body (10 to 20) students fit the VJH category of Severe, Habitual Offender (SHO). These students have chosen to be sufficiently violent or repeatedly disruptive to remove them from the regular student body population. At least 50 percent of these students respond to a more intense Reality Therapy process than the regular classes and Choices Program currently provides. For this reason, the Choice Group was established and I with my background in counseling and Reality Therapy became involved.

The Choices Group at VJH was formed to meet the following needs: a) Serious Habitual Offenders were not improving their choices enough to stay in class with the regular interventions offered to all students, b) Masters level students associated with the Division of Child and Family Services were looking for internships, and c) VJH needed more resources to deal with its most difficult students. Interagency cooperation and collaboration using a similar theory/practice approach seemed to hold some of the answers in meeting the above needs mainly because almost all of the identified students were already connected with other agencies. A group therapy situation was developed using CT/RT/LM practices.

SHO students who would have been on long-term suspensions, expulsions, or home study were selected. They were offered the Choices Group as an alternative. If desired, they and their parent/guardian had to request the experimental program. The curriculum of the group sessions was an extension and expansion of the Choices Book using Structured Reality Therapy questioning to explore solutions
to every day situations encountered by the group participants. Self-awareness exercises were also used.

The process began with an initial interview between the student, parent, school and district administrator. Rules governing the group membership were discussed and a permission document was signed. The first session was used to identify rules of group interaction, confidentiality, reason for the group’s existence, and the over-all plan. A rotating meeting schedule was developed to avoid missing the same class too many times.

The Structured RT questions created by William Glasser were modified to fit a school setting. They are:

1. Do you really want to help work out a solution to the problem? Or are you here because you want to blame someone else for your situation?

2. Briefly, what do you believe is wrong with the relationship between you and _________________?

3. Whose behavior can you control?

4. What is one good thing about the relationship between you and the other person right now?

5. What is one thing you will do this coming (some period of time) that will help your relationship with the person? This must be something you can do yourself. It must not depend in any way on what the other person should or should not do.

6. During this coming (some determined time period), are you willing to come up with one additional thing besides what you thought of here? Will you then do it without depending, in any way, on what the other person should or should not do?

7. Will you tell me how it went after the time period?

The program ran for 12 weeks, one trimester. A majority of the students who completed the program were able to stay in school, offending with less frequency and intensity. The students who had to be removed from the group continued to offend. It was the observation of the group leaders that those students also continued to re-offend in the community.

The following results occurred.

1. 19 students entered the group

2. 5, because of additional administrative referrals from teachers were dropped and did not reenter the group. These students continued to exhibit disruptive conduct in the school and community. They had their schedules changed to exclude them from the regular school population part or full time. They continued juvenile court involvement. It appears that these students require even greater interagency collaboration, more involvement from their caretakers in the RT process, and exclusion from regular school until they exhibit better school coping skills.

3. 2 students exited and then reentered the group through conferring using the Structured RT questions and developing a plan to resolve the problem that excluded them. They were able to negotiate reentry using this process.

4. 5 students successfully altered their conduct choices and negotiated out of the group. They also had no administrative referrals for the remainder of the year.

5. 7 students continued to the end of the twelve-week program. Two reduced referrals slightly, and five made a large reduction of referrals.

Twelve of the nineteen students in the program made good to excellent improvement. Those who remained in the school the next year continued their progress.

The following organizational conditions may be beneficial in starting a group again.

1. The group needs to be very structured around the Choices Book and being successful in school.

2. There is a need to remove students who refuse to work it out or who continue to be disruptive. Any more than one student wanting to divert the group is too many.

3. Students should be able to reenter the group if they are able to negotiate a resolution acceptable to the leader and the group members.

4. Keep the number of participants low -- under ten.

5. A co-facilitator is very helpful and is able to individualize in severe cases.

6. Each student should pick one goal to use for all examples (staying in school, holding a job, etc.) These scenarios are used when discussing the Choices Book or Structured RT questions. It may be necessary to help students narrow the goal.

7. Keep very focused and direct. Students tend to undercut the process if permitted to wander.

Overall Conduct -- Provided by AJ Pease, Ed. D, VJH Assistant Principal. Data are our friends. They indicate where we've been and provide paint and canvas for the picture of where we may want to go. The following are data related to student conduct referrals and recidivism rate patterns. For five years from 1994-95 to 1998-99 the data indicate: a) a little decline in all student referrals, b) a very large decline in flagrant act referrals, and c) a steady increase in the numbers of teachers using the VJH Student Conduct Intervention model. This model appears to be a major factor in achieving a SAFE, RESPECTFUL, LEARNING school.
Table 3

<table>
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<th>SCHOOL YEAR</th>
<th>94-95</th>
<th>95-96</th>
<th>96-97</th>
<th>97-98</th>
<th>98-99</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Total number of referrals</td>
<td>1393</td>
<td>1274</td>
<td>1435</td>
<td>875</td>
<td>799</td>
</tr>
<tr>
<td>2. Number of FLAGRANT INCIDENT referrals</td>
<td>287</td>
<td>152</td>
<td>62</td>
<td>22</td>
<td>26</td>
</tr>
<tr>
<td>3. Number of Minor Incidents referrals</td>
<td>653</td>
<td>1029</td>
<td>943</td>
<td>627</td>
<td>773</td>
</tr>
<tr>
<td>4. Number of Student Conf. without referral (Teacher Assist)</td>
<td>19</td>
<td>388</td>
<td>423</td>
<td>213</td>
<td>1291</td>
</tr>
<tr>
<td>5. Number of referrals not addressed</td>
<td>549</td>
<td>93</td>
<td>7</td>
<td>13</td>
<td>15</td>
</tr>
<tr>
<td>6. Percent of referred students going past the Repair Kit</td>
<td>26</td>
<td>19</td>
<td>11</td>
<td>8</td>
<td>15</td>
</tr>
<tr>
<td>7. Number of teachers using Model: MUCH</td>
<td>0</td>
<td>2</td>
<td>5</td>
<td>18</td>
<td>28</td>
</tr>
<tr>
<td>8. Number of teachers using Model: MODERATELY</td>
<td>3</td>
<td>6</td>
<td>20</td>
<td>21</td>
<td>11</td>
</tr>
<tr>
<td>9. Number of teachers using Model: LITTLE/NONE</td>
<td>41</td>
<td>36</td>
<td>19</td>
<td>6</td>
<td>6</td>
</tr>
</tbody>
</table>

Item 1  Total number of referrals is decreasing even though the number of teachers using the system is increasing. More teachers are solving problems at the classroom level.

Item 2  The number of flagrant incidents is staying low.

Item 3  The number of minor incident referrals (hallways and students going past four teacher intervention steps) is remaining relatively low. It could decrease more with an increase in teacher skill and a system to engage students having a many incident pattern. Sixty-five students of those with one or more administrator referrals were referred to the office five or more times.

Item 4  The Teacher Level Assist number shot up. This probably resulted from the increased number of teachers using the system and requesting help with putting it in place. It is expected to drop in the future.

Item 5  Few referrals go unattended.

Item 6  The percent of students going past the Repair Kit (an extended Choices Book) increased slightly during the fifth year after a steady four year decrease. One possible contributor to this increase is a change in district policy related to truancy. The change required the use of the Repair Kit as step one for truancies rather than the regular use as intervention step number three. This will be changed for school year 99-00. The second condition that could have influenced the increase was: a) the decreased number of student referrals to the office, b) student enrollment remaining the same, and c) still having a similar number of students in the school with severe, habitual behavior. The ratio of SHO students to the number of referrals increases. This would indicate a need to focus more on SHO students.

Items 7,8,9, and 10  Show the number of teachers using the system and Choice Theory/Reality Therapy/Lead Management is continuing to increase. The number of those using it very little or not at all remains the same. Continued CT/RT/LM in-service is needed for staff and students in 1999-00.

It is projected, based on past data, that if the staff will increase the skills and use of this model by 10 percent the negative acts requiring formal interventions will decrease 25-35 percent.

CONCLUSION

Vernal Jr. High, by consortium criteria, is not easy to declare itself a Quality School at this time. However, the five year data indicate that as more teachers increased their skills in the use of CT/RT/LM, the numbers of referrals, minor incidents, flagrant actions, and habitual repeaters decreased. They also indicate directly, as in the Reading classes and indirectly with the Core Test scores, that student academic achievement rises as coercion reduces. We strongly believe at this point that these data indicate an improvement in the safety, respect, and learning at Verna Jr. High. The study and its results are encouraging teachers and administrators to focus more on who truly controls one's choices, how that influences relationships, and the effects on conduct and skill development.

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ABSTRACT

The objective of the present pilot study was to explore the use of CT/RT as an intervention for the management of chronic pain. It was hypothesized that the implementation of newly organized front-wheel coping behaviors for dealing with pain could improve overall coping ability. Participants (N=22) were veterans enrolled in a six-session psychoeducational pain management group. Pre-and post-treatment semi-structured interviews were administered to assess change in coping skills, symptom reduction and treatment satisfaction. Results provided support for the hypothesis as pre-post comparisons revealed significant increases in the number of front-wheel coping skills employed, overall coping ability, need satisfaction and overall satisfaction with treatment. Implications for further research and the implementation of CT/RT in the management of chronic pain are discussed.

Chronic pain is a pervasive disorder that affects cognitive, behavioral, emotional, physical, social and financial aspects of life (Catalano, 1987). Chronic pain accounts for loss of work, increased use of benefits, reductions in physical mobility and overall functional capacity. The cost of treating chronic pain is also extremely high. For example, treatment of chronic back pain alone is estimated to cost between 50-100 billion dollars each year in the United States (Engle, Korff, & Katon, 1996). Efforts to streamline treatment and costs have resulted in an increasing demand for short-term outpatient treatment approaches in the management of chronic pain symptoms.

Outpatient cognitive-behavioral psychoeducational groups are commonly used to teach patients tools and techniques for the management of chronic pain (Ellis, 1992; Flor & Turk, 1988). The goal of the group is not to completely eliminate the experience of pain, but rather, to reduce the negative impact of pain on patients' lives by improving their repertoire of coping skills. Within this framework, one approach that may provide an effective structure for short-term cognitive-behavioral treatment of chronic pain is Glasser's (1998) Choice Theory (CT) and Reality Therapy (RT). CT/RT constitutes an approach that encourages individuals to take responsibility for their own choices, and emphasizes that all behavior, including attempts to cope with chronic pain, is the result of their personal decisions.

How and why we behave

In Choice Theory, Glasser (1998) reports that all behaviors consist of four components: thinking, doing, feeling and physiology. Glasser (1998) uses the analogy of a car and its four wheels to explain total behavior. (see Figure 1). Thus, every specific behavior has four components that combine to create a total behavior.
The voluntary nature of their participation in the group was stressed and they were told that they could stop at any time without penalty or loss of other aspects of their chronic pain treatment (e.g., meeting with physical therapists; receiving medication).

Pre-and Post Assessment. At pre-assessment, participants were introduced to basic concepts of CT/RT, including how and why individuals behave the way they do. The basic needs and a description of each (Glasser, 1965) was discussed and illustrated using 8 x 11 1/2 size card (See Figure 2), and each participant was asked to identify the need(s) he/she believed could be met through the group. Following the completion of the group, the interview was re-administered and participants were asked to state the need(s) believed to have been met through the group. In addition, group members were asked to provide open-ended comments about their perceptions of how taking part in the group effected their pain and their overall level of satisfaction with their experience within the group.

(Figure 2)

Basic Needs

Love and Belonging - The belief that those we care for are genuinely concerned about us. This is shown by giving and receiving affection, care and friendship. This also includes feeling as though we “fit in” and are accepted for who we are.

Power - The belief that others perceive us to be doing or saying something important, in essence, that we are worthwhile. We may receive praise, attention, or some other special form of recognition when our need for power is being satisfied.

Freedom - The belief that we can act and think without being restricted by others as long as we do not interfere with their need for freedom. This need may be manifested as a freedom from (work, worry, cares, duties), or a freedom to (express yourself, relax, play, explore your own interests).

Fun - The belief that our behavior has enjoyment (for its main purpose). Includes laughter and good feelings. This behavior does not necessarily have to be useful, but it leads to new learning and gives a sense of satisfaction.

Survival - The belief that we are leading the healthiest lifestyle that we possibly can. This need is more physically based than the others and may also include reproduction.

Group Content. The Chronic Pain Management Group was a six-session self-management psychoeducational group based on cognitive-behavioral principles. Each two-hour session provided education and awareness into the chronic pain condition and its treatment. The skills taught and information disseminated were multifaceted and addressed the social, cognitive, behavioral, physiological, and emotional aspects of chronic pain. Information involving the understanding of the nature of chronic pain and its implications on total behavior, including social aspects, was presented in depth, and participants were invited to look at how others respond to their pain. Changes in and strategies for maintaining positive interpersonal relationships and improving general social support systems were also discussed and stressed as important factors in the coping process.
Cognitive factors (thinking wheel) involved in the perception of pain were also an integral part of the group, and a cognitive-behavioral framework (Catalano, 1987; Ellis, 1992; Flor & Turk, 1988) was used to describe much of this area. Although the emphasis was on belief systems and the thinking wheel, it was presented as one component within a more general RT/CT approach that stressed the use of front-wheel behaviors (i.e., doing and thinking) as the major elements for implementing positive change. If individuals reported an aversion to changing well-established modes of thinking and behaving, they were encouraged to attempt the new behavior (doing wheel), so they could potentially see its purpose and increase the likelihood of continuing to make changes in their behavior.

Participants' pre-group activity level was assessed to identify maladaptive patterns such as hypervigilance, wakeful inactivity, and difficulties in engaging in doing wheel behaviors (Catalano, 1987). To address these difficulties, physical activity with appropriate regulation and exercise, within the participants' overall physical limits, was strongly encouraged. In addition, diaphragmatic breathing techniques and progressive muscle relaxation were taught in order to help participants reduce the levels of discomfort that may be associated with the initial stages of engaging in light to moderate levels of physical activity (Catalano, 1987).

Feeling wheel or emotional responses to chronic pain are characterized primarily by negative behaviors such as depressing and angering. Because of the comorbidity of chronic pain and depressive symptomatology (Averill, Novy, Nelson & Berry, 1996; Glasser, 1965), the group taught participants how to identify signs and symptoms of depressing, and encouraged them to work closely with their primary care physicians to try and alleviate these feelings. In addition, anger management techniques and assertive communication were highlighted, discussed and role-played (Burns, Johnson, Mahoney, Devine, & Pawl, 1996).

Finally, behaviors related to the physiology wheel or the physiological aspects of chronic pain were addressed primarily through disseminating information and teaching preventive behaviors. Education was provided through the teaching of the Gate Control theory (Melzack & Wall, 1983), a model of how pain travels through the body. Information was also provided on various medications, how to judge their effectiveness, as well as the advantages and disadvantages of each. Lastly, participants were encouraged to use diaphragmatic breathing techniques and progressive muscle relaxation techniques to help reduce the level of physiological arousal commonly associated with feelings of pain (Catalano, 1987).

**Measures**

Basic needs, expectations of the group experience, specific skills used and level of coping ability were assessed with a semi-structured interview derived from CT/RT principles. In regards to chronic pain, the interview focused on what the individual Wanted, what he/she was Doing to get it, Evaluating the efficacy of the current total behavior(s), and making a more effective Plan (WDEP). The assessment included open-ended question ("What do you want?"), "What needs are you trying to meet most?", "What are your expectations from treatment?")", as well as items assessed on Likert scales (e.g., severity of pain, motivation level).

At pre-assessment, responses to the question, "What do you want to gain from the group?" ranged from a better understanding of the pain process and taking less medication to learning better coping skills. However, the most reported response was a reduction in pain. In addition, participants were queried about their expectations of the group. A five-point Likert scale was utilized to assess motivation to learn and implement the pain management skills and techniques taught in the group, with a higher score indicating a greater level of motivation.

Participants were presented with a card describing the basic needs and were asked to indicate which needs might be met through the group. Current level of coping was assessed via a seven-point Likert scale, with a higher score indicating more effective coping strategies. In addition, participants were asked to state all specific coping strategies used to manage their pain. Specific strategies reported included the use of heat packs, medications, lying down, isolation, drinking alcohol, depressing or simply doing "nothing at all". The participants typically reported little effectiveness of their current coping skills.

Another area assessed dealt with personal control over pain total behaviors. Taking responsibility for and accepting the consequences of one's total behaviors is a basic concept in RT (Glasser, 1965). Finally, pain status and severity were assessed via a seven-point Likert scale with higher scores indicating more severe pain.

At post-treatment, six weeks later, the same interview was administered. The participants were asked about the effect of the group on their pain. This was broad in scope because it included the group of individuals itself, the information disseminated, and possibly increased awareness into the individuals' pain condition, actual skills and techniques learned in the group, and overall treatment satisfaction. At this point, individuals were presented with the 8½ x 11 card containing the basic needs. Each individual was then asked to state the need(s) he/she believed had been met through the group.

**Data Scoring**

All individual coping skills reported pre- and post-treatment were categorized under what wheel (thinking, doing, feeling, physiologizing) was most predominant in the total behavior. Examples of coping skills in the thinking category include positive thinking, visualization and distraction. Specific coping skills such as limping and guarding the pain area were categorized under the doing category. The feeling category included responses such as depressing, angering, anxietizing, fearing and worrying. Taking medications and utilizing other treatments effecting the individual's physiology were examples of responses under the physiologizing category. The coping skills reported by each individual were then grouped into front-wheel and back-wheel total behaviors. In addition, the number of coping skills reported pre-and post-assessment was recorded. The primary indicator of improvement was a reported increase in the number of front-wheel coping skills employed and overall coping ability. A number of t-tests dependent paired samples were used for each measure. An alpha level of .05 was used for all statistical tests.
Results

To assess changes in overall coping ability, the beliefs and expectations of pain, number and type of skills used, and perceived level of control over pain, pre- and post-group assessments were compared using a dependent samples t-test. Results indicated a significant increase in coping ability (t(21) = 3.92, p < .05) at post-assessment (M = 4.41; SD = 1.3) as compared to preassessment (M = 3.41; SD = .91) (see Table 1).

Table 1

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Pre-Group</th>
<th>Post-Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>M</td>
<td>SD</td>
<td>M</td>
</tr>
<tr>
<td>Total Coping</td>
<td>3.41</td>
<td>1.15</td>
</tr>
<tr>
<td>Front Wheel</td>
<td>1.77</td>
<td>1.09</td>
</tr>
<tr>
<td>Back Wheel</td>
<td>1.77</td>
<td>1.15</td>
</tr>
<tr>
<td>Doing Wheel</td>
<td>1.32</td>
<td>0.78</td>
</tr>
<tr>
<td>Thinking Wheel</td>
<td>0.45</td>
<td>0.67*</td>
</tr>
<tr>
<td>Feeling Wheel</td>
<td>0.09</td>
<td>0.29</td>
</tr>
<tr>
<td>Physiology Wheel</td>
<td>1.68</td>
<td>1.29</td>
</tr>
</tbody>
</table>

Note. N = 22.

To assess changes in total number of coping skills used, participants’ pre- and post-group assessment scores were compared using a dependent samples t-test. Results indicated a significant difference in participants’ assessment scores (t(21) = 2.54, p < .05). Participants reported using a significantly greater number of coping behaviors (i.e., front-and back-wheels) at post-assessment (M = 4.09; SD = 1.9), as compared to their pre-group assessment (M = 3.55; SD = 1.7) (see Table 1).

Further examination of the types of coping behaviors used also revealed statistically significant differences in regard to the number of front-wheel behaviors employed, (t(21) = 5.24, p < .05). As compared to their pre-group assessment (M = 1.77; SD = 1.15), participants reported using a significantly greater number of front-wheel coping skills (M = 2.59; SD = 1.30) at their post-group assessment (See Table 1). Moreover, there was a significant increase (t(21) = 4.54, p < .05) in the reported number of thinking wheel coping skills reported at the post-group assessment (M = 1.09; SD = .92) (See Table 1), as compared to the pre-group assessment (M = .46; SD = .67). An increase in the number of doing wheel coping skills was also noted at post-assessment, though it was not significant.

Regarding back-wheel coping behaviors, dependent samples t-tests did not indicate significant differences between the pre- and post-group assessments (p > .05). Results were in the expected direction, however, as group members reported a decrease in the number of coping behaviors used at post-group assessment. In contrast to the above findings, motivation level decreased pre- to post-assessment and was not significant.

Finally, satisfaction ratings of the group at post-assessment revealed 95% satisfaction. Twenty-one out of 22 participants reported satisfaction with the Chronic Pain Management Clinic. This included the group of individuals themselves, as well as the skills and techniques learned in the group, use of teaching aids and dissemination of other related information.

Table 2 provides a listing of the basic needs described by Glasser (1998) and the percentages of group participants who indicated that these needs were met through participating in the group. Sixteen of 22 participants completed pre- and post-assessment of basic needs. As the table suggests, nearly all of the needs that participants anticipated as being met through participating in the group were, in fact, acknowledged as being met at the post-group assessment. Moreover, it appears that needs relating to love and belonging and survival were considered especially important facets of the group. This is not to say that meeting needs relating to social support and well-being alone were responsible for overall improvement, but it does suggest that they are very important components in facilitating change. The satisfaction of a basic need is important in RT/CT because it tends to be remembered and the total behavior(s) used again in the future (Glasser, 1998).

Table 2

<table>
<thead>
<tr>
<th>Basic Need</th>
<th>Percent Anticipating</th>
<th>Percent Indicating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Love and Belonging</td>
<td>69%</td>
<td>81%</td>
</tr>
<tr>
<td>Survival</td>
<td>75%</td>
<td>75%</td>
</tr>
<tr>
<td>Freedom</td>
<td>44%</td>
<td>56%</td>
</tr>
<tr>
<td>Power</td>
<td>13%</td>
<td>13%</td>
</tr>
<tr>
<td>Fun</td>
<td>31%</td>
<td>38%</td>
</tr>
</tbody>
</table>

Note. N = 16

Discussion

The purpose of the present study was to examine the effectiveness of incorporating concepts from Choice Theory and Reality Therapy (Glasser, 1965, 1998) into a cognitive-behavioral pain management group. It was hypothesized that participants taking part in the group would report engaging in a greater number of front-wheel coping behaviors and demonstrate a significant increase in their overall ability to cope with chronic pain. Results supported the hypotheses in that individuals began to use more coping skills, in particular, more thinking and doing wheel coping strategies, and were able to deal more effectively with their pain. This suggests the possibility that the use of more front-wheel behaviors may reduce the need for less effective back-wheel behaviors, thereby contributing a decrease in those behaviors.
As front-wheel behaviors are changed or modified, back-wheel behaviors change accordingly (Glasser, 1998). This increase in front-wheel skills and possible trend toward decreasing back-wheel skills is believed to be partly attributed to the improvement in overall coping ability reported at the post-group assessment. In addition, 95% of the participants reported satisfaction with the group experience, suggesting that a positive experience may enhance the use and maintenance of effective coping skills.

Although six-month follow-up data are not yet available for this study, follow-ups conducted from previous groups indicate that the love and belonging need has been the most commonly reported in terms of being met through the group. Previous Chronic Pain Management group participants who continue to utilize adequate coping skills at a six-month follow-up stated that they highly recommend them to others in chronic pain. The data from the present study are consistent with these earlier findings. More individuals actually reported having needs met at post-treatment than were originally cited at pre-assessment. Participants from the current groups, as well as previous groups, have reported high levels of involvement, stating that just being with others who are in the same kind of pain situation that they are in, being listened to and feeling understood have been extremely helpful. Not only does the group format contribute to feelings of camaraderie, but it is also more effective and efficient in teaching skills and disseminating information (Yalom, 1985).

Although the results of this pilot study are promising, there are limitations in assessment methodology and analysis that limit the drawing of more definitive conclusions for CT/RT in the management of chronic pain. One improvement for future studies could be to include a larger sample allowing for more options for statistical description. Therefore, this study should be replicated to add stability to the above findings.

In addition, due to the high percentage of male patients, caution is advised when making comparisons to female patients. Thus, a direction for future research could be to conduct female only or mixed sex chronic pain management groups. The semi-structured interview could also be further improved and more standardized questionnaires could be employed. Finally, future study could include an assessment only control group to provide further methodological control.

References


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1 Additional details regarding the semi-structured interview can be obtained from the author.

2 If needs cited at post-assessment did not include the needs cited at pre-assessment, the discrepancy was identified and discussed. In these cases, participants stated they either forgot which needs were reported at pre-assessment, or simply stated that not all needs reported at pre-assessment were believed to be met through the group.

Figure Captions

Figure 1. The behavioral car used to illustrate the four constructs of Reality Therapy (from Glasser, 1998).

Figure 2. The basic needs defined (from Glasser, 1965).
ABSTRACT

This article provides a brief theoretical overview of William Glasser's Choice Theory, Carl Jung's theory of personality type, and the application of Jung's theory by Myers and Briggs in the Myers-Briggs Type Indicator (MBTI). The authors suggest combining these two theories to increase self awareness and improve the quality of choices clients make by exploring personality preferences and the role they play in meeting basic needs. A case study is presented to illustrate the use of information gained from the MBTI while exploring and evaluating the client's needs and behaviors. The article culminates in a chart merging Glasser's five basic needs and the sixteen personality types which result from the MBTI.

USING MYERS-BRIGGS TYPOLGY IN THE REALITY THERAPY PROCESS

Humans are capable of a myriad of different behaviors. The reasons for choosing some behaviors rather than others has long been the subject of study and theorizing. William Glasser (1984) says that we choose behaviors to meet our basic needs. He classifies these basic needs into five broad categories, and says they are met by different people in different ways. Carl Jung (1971) thought the choice of behaviors depended on personality preferences. The present paper suggests combining these two theories to gain greater understanding of the reasons people choose different behaviors to meet the same basic needs. A brief theoretical overview will be presented, followed by a case study suggesting ways counselors might integrate the two theories with the aid of a grid showing the intersection (five basic needs by 16 personality types) of the two theories.

CHOICE THEORY/REALITY THERAPY

The five basic needs of Survival, Belonging, Power, Freedom, and Fun (Glasser, 1965, 1984, 1998) are universal, genetic, general, and sometimes overlapping. Individuals may experience personal conflict within themselves, or with others, while meeting their needs. The individual is constantly compromising or balancing his/her need 'scales' by choosing behaviors. Behaviors that meet one need predominantly may interfere with meeting other needs. The need for belonging may conflict with the need for fun or freedom, as when a young adult has to choose between going on a ski trip during the Christmas holidays and visiting the family. An unbalanced scale will produce pain and frustration. This may result in internal motivation to relieve that pain or reduce the gap (Glasser, 1965, 1998; Wubbolding, 1988, 1991).

Wubbolding (1988) describes methods a counselor can employ to assist individuals in understanding their frustra-
are so important that symptoms characteristic of loss of pleasure, or the inability to have fun, very often constitute a warning of possible mental deterioration.

**FREEDOM**

"So fundamental is the drive for freedom that people will die for it" (Wubbolding, 1988, p. 3). Freedom means not only freedom from restraints, but perhaps more importantly, having the power of choice. Being able to choose from among alternative behaviors, instead of having to do what we are told creates a feeling of self-determination. Reality Therapists build upon this concept by assisting individuals in exploring and widening their choices in behaviors. This technique empowers clients to take responsibility for their current behaviors and choose new appropriate behaviors.

The counseling process described by Wubbolding (1988) using Reality Therapy techniques outlines a circular process with four steps. Each has a corresponding question: What do you want? What are you doing? Is it working? (Exploring and Evaluating your choices.) What are your plans? Wubbolding uses the acronym WDEP to help counselors and clients remember the cycle for increasing awareness about present behaviors and exploring possible options for future choices.

**PERSONALITY TYPOLOGY**

Jung developed psychological typology to help explain individual preferences. He believed "people are different in fundamental ways even though they all have the same multitude of instincts (archetypes) to drive them from within" (Keirsey & Bates, 1978, p.3). According to Jung, a person's 'type' depends on his or her positions on bipolar dimensions, each of which is a continuum from one extreme of that dimension to the other. Each person is a combination of those characteristics, and personal preferences and natural tendencies determine the position on each dimension.

In the 1920's Myers and Briggs expanded the ideas of Jung and produced the Myers-Briggs Type Indicator (MBTI), an assessment instrument to measure personality type based on four pairs of preferences alternatives or four bipolar dimensions. According to the MBTI, there are 16 personality types, or 16 possible combinations of the four bipolar dimensions: introversion-extroversion, thinking-feeling, sensing-intuitive, and judging-perceiving. The MBTI is widely used in many settings to classify people by type, to help them understand their behavior, and assist the client in making new choices. Calling attention to specific personal preferences in a counseling scenario should increase self-awareness which should lead to increased freedom from restraints, but perhaps more importantly, having the power of choice. Being able to choose from among alternative behaviors, instead of having to do what we are told creates a feeling of self-determination. Reality Therapists build upon this concept by assisting individuals in exploring and widening their choices in behaviors. This technique empowers clients to take responsibility for their current behaviors and choose new appropriate behaviors.

The counseling process described by Wubbolding (1988) using Reality Therapy techniques outlines a circular process with four steps. Each has a corresponding question: What do you want? What are you doing? Is it working? (Exploring and Evaluating your choices.) What are your plans? Wubbolding uses the acronym WDEP to help counselors and clients remember the cycle for increasing awareness about present behaviors and exploring possible options for future choices.

**SENSING (S) - INTUITIVE (N)**

The Sensing and Intuition dimension has to do with how and what information is taken in by the person (Hirsh & Kummerow, 1989). Our five senses (touch, sight, taste, hearing, and smell) filter incoming information from the surrounding world. Sensors prefer experiencing and gathering factual and logical information through their senses before making decisions. Intuitives might make the same decisions in a different manner. They use their 'sixth' sense as a decision making foundation, look at the big picture and gather data to support or change their insights. Individuals preferring Intuition usually find more excitement in the future and fantasies than in the present, and time is not as important to them as it is to Sensors.

**THINKING (T) - FEELING (F)**

Thinkers remain objective when making decisions regardless of the consequences. They stay cool and calm and usually avoid, or disapprove of situations where others are distraught or emotional. In settling a dispute they would pay attention to the bare fact, look at what is fair and equitable and put less emphasis on people's feelings. In contrast, Feelers are kind hearted, considerate of the feelings of others, and always searching for harmony. In settling a dispute, the Feeler would try to take all feelings and opinions into account. Feelers often get over extended, and are quick to take back comments perceived as hurtful. Consequently, they often come across as apologetic and victimized.

**JUDGING (J) - PERCEIVING (P)**

The fourth dimension concerns the importance of structure (Tieger & Barron-Tieger, 1992). Differences between the two extremes on this continuum are readily observed. Judgers view time as a valuable commodity, they appreciate and demand strict order control in their lives. Because of their ability to organize and their strict work ethic they are often seen as leaders. They are "not necessarily judgmental (opinionated); they just like to have issues resolved" (Tieger & Barron-Tieger, 1992, p.25). In sharp contrast, Perceivers value having their options open to accommodate change and spontaneity. They thrive on starting new projects and the bursts of energy needed to meet deadlines. Perceivers may dream of order and neatness, but their creativity, spontaneity and responsiveness are more evident in their behavior.

**THE THEORIES IN COMBINATION**

If different types satisfy their needs in fundamentally different ways, we should be able to predict behavior with respect to need satisfaction, or even predict typology if we know how the needs are satisfied. Both personality typology and Reality Therapy can be used to increase self awareness and assist the client in making new choices. Calling attention to specific personal preferences in a counseling scenario should increase self-awareness which should lead to increased awareness of behavior choices and their consequences. The questions asked in Reality Therapy (what do you want, what
are you doing, etc.) clarify for client and counselor how well current behaviors are working and point the way to more successful behaviors (Wubbolding, 1988). The following case study demonstrates how a counselor used the chart which integrates Reality Therapy and the Myers-Briggs typology (Appendix) to facilitate the exploration of behavior choices with a client.

CASE STUDY

HISTORY

Cindy, a 39 year old female, came to counseling to resolve her frustrations surrounding her employment, husband, and parenting issues. She described verbal abuse at her place of employment, and had low self esteem. Cindy was separated from her second husband. She described both husbands as addicted to alcohol and other drugs, and both marriages as abusive and meeting few of her needs. Her father was an alcoholic, was abusive, and provided little communication with, or support for, her family. Since her husband was in the military, her extended family lived in another state. She had two daughters, 14 and eight. She reported that the 14 year old used marihuana and alcohol during most weekends, had recently become pregnant, and had experienced behavioral difficulties since her parents' separation. The younger daughter was very demanding and exhibited some hyperactivity.

MBTI

Upon completion of the MBTI, the counselor and Cindy concurred that INJ best described her personality type. Using the chart (Appendix), the initial stage of counseling focused on Cindy's insights into how she met her needs through her unique personality preferences. She gained a greater awareness of how these preferences had guided her from early childhood to adulthood. The following is the way Cindy was able to describe how she met each basic need.

Survival - Cindy had withdrawn during early childhood traumas, in order to survive the abuses.

Belonging - Her Feeling function drove her to faithfully care for the family and friends, and to sacrifice self. "INFJs are especially sensitive to family tension and have a tendency to personalize those tensions, even blaming themselves for problems they did not create" (Kroeger & Thuesen, 1988, p. 225).

Fun - Cindy's idea of fun was a quiet social gathering of a few close friends. "Leisure-time pursuits for INFJs are often solitary or involve the company of others who are particularly important to them" (Hirsh & Kummerow, 1989, p. 179).

Power - Cindy had worked hard in high school and when she graduated from high school, she had received a nursing scholarship. She had postponed her nursing goal because of the two abusive marriages and children. She was experiencing frustration at working in what she considered meaningless, routine jobs. INFJs seek their power through persistently working toward long range goals, strong work ethics and work for the good of humanity. "Dreaming typically gives way to good scholarship and the INJ child finds school, at most levels, quite rewarding" (Kroeger & Thuesen, 1988, p. 225).

Freedom - Cindy exercised freedom by reading, going to the gym, and seeing a few close friends. These avenues opened choices for Cindy that enabled her to move outside her family and helped reduce stress from her current job.

After the initial exploration into typical ways of responding for Cindy's personality type, the counselor and Cindy began exploring Cindy's current behavior, and her options for future choices in the framework of fulfilling her needs of survival, belonging, fun, power and freedom. The following is a brief account of the results.

What do you Want?

Survival - Cindy wanted to meet her financial obligations and still enjoy life.

Belonging - She wanted to feel accepted and loved for who she was, not what she did. She wanted to be able to stop having negative thoughts like, "I'm not good enough" or "If you really knew me you would not like me."

Fun - Cindy wanted to try new activities and meet new friends with less anxiety.

Power - Cindy wanted to feel good about her work and return to school.

Freedom - She wanted to relieve her stress and learn new choices in her relationships and employment.

What are you Doing now?

Survival - Cindy felt a strong sense of responsibility to take care of her girls and saw her current employment position as meeting this survival need. Family financial support, she insisted, was her responsibility. Due to her difficulties in asking for help (introversion), and fear of causing an argument with her previous husbands (feeling), she was bearing all the financial burden of rearing two children. "Another way INFJs lose out is when they do not behave assertively and feel reluctant to intrude on others with their ideas" (Hirsh & Kummerow, 1989, p. 181).

Belonging - Cindy had few friends and no relatives where she lived. Her life consisted of work and home. Cindy's need to feel loved and needed permeated her life, and especially her relationships with males. Cindy reported using alcohol to relieve these anxieties at parties. About INFJs, Hirsh and Kummerow say, "they enter into relationships just to be cared for, even when the person is not right for them and they suspect it" (1989, p. 180). Cindy's type, INJ, experiences difficulty meeting new friends in new social environments and often complains about difficulties expressing self.

Fun - Cindy described minimal activities involving friends, and her girls were her main confidants. This was Cindy's only way of meeting her needs of belonging and fun. "They are not likely to enjoy large parties, but prefer intimate groups of close and long-standing friends" (Hirsh & Kummerow, 1989, p. 173).

Freedom and Power - Cindy satisfied her needs for freedom and power in quiet, secretive ways. She had secretly invested in CD and Bonds during her second marriage to provide a nest egg after their separation (Introversion, Intuitive and Judging). After the separation, she had been able to buy a mobile home with that money.
Exploring and Evaluation of Options (Is it working?):

Although Cindy’s present employment was supporting her and the children, she was experiencing frustration for several reasons. She wanted a more meaningful career. A career in nursing would meet all five of her basic needs, and would fit nicely with her personality type, INFJ. Second, she did not feel a sense of camaraderie with the other employees because she felt isolated and victimized. She did not foresee any upward mobility in her current position. Cindy admitted that not requiring her husband to pay his parental responsibilities limited her ability to further her education and support the children.

During the lengthy exploration of Cindy’s behaviors, the counselor hoped that Cindy would gain insight into the differences between reality and her perceptions. Cindy will always feel more comfortable meeting her needs in ways typical of an INFJ personality type. Personality type describes the individual’s strengths or preferences, but each dimension of preferences is really a continuum, and all people possess the capabilities to draw upon all sixteen types to varying degrees. “To perform well at work, individuals may need to use all of the eight preferences at the appropriate time and when required by the situation” (Hirsh & Kummerow, 1989, p. 64). After Cindy had a clearer picture of what she wanted, she and the counselor were able to move into the next stage.

What is the Plan?

Wubbolding (1988) describes in detail the process of supporting the client in making a plan. “At this critical point in Reality Therapy, the clients commit to new perceptions of changes in their wants and needs and plan ways to behave to cause these to be realized in their ‘real’ world” (Hanna, 1984, p. 13). Cindy could draw upon her strengths as an INFJ: goal persistence, creative ideas, group dynamics skills, dependability and responsibility (Hirsh & Kummerow, 1989; Kroeger & Thuesen, 1988; Tietger & Barron-Tieger, 1992). Cindy could develop the other four personality types through training and practice, especially Thinking, and perhaps some aspects of Sensing. Homework assignments, bibliography, and discussions could revolve around improving her use of other functions. The counselor and the client continue to evaluate the plan and make adjustments. Reality Therapy teaches the counselor never to criticized or ridicule clients for falling short of their goals, rather, to re-evaluate, plan and make a new commitment (Wubbolding, 1988).

Conclusion

Since Aristotle, philosophers and other thinkers have attempted to describe the uniqueness of individuals and their behaviors. Glasser and Jung theorized that behavior is purposeful, predictable and classifiable. When we can reliably describe and understand human beings and their behaviors, we increase our chances of predicting and changing behaviors, “It is clear that our individual pursuits will bear fruit only to the degree to which we can not only understand these differences, but actually value and capitalize on them” (Kroeger & Thuesen,1988, p. 1). The Myers Briggs Type Indicator identifies and describes personality preferences.

According to Glasser, behavior can be interpreted as attempts to meet the five basic needs (Survival, Belonging, Power, Fun and Freedom). It is possible that the way these needs are satisfied may be a function of the person’s personality preferences, such that the person’s type or personality preferences serve as sort of a filter through which the needs are satisfied in one way rather than another. If this were true, certain types of people would satisfy needs in ways different from certain other types. Minatrea’s chart (see Appendix) was created from the integration of the two theories as a tool to increase understanding of behavior. The chart illustrates how the five basic needs are thought to be met through the sixteen different personality types.

References


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<tr>
<th>MBTI</th>
<th>SURVIVAL</th>
<th>BELONGING</th>
<th>POWER</th>
<th>FUN</th>
<th>FREEDOM</th>
</tr>
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<tbody>
<tr>
<td>ISTJ</td>
<td>PRACTICAL &amp; TANGIBLE</td>
<td>MOST PRIVATE OF 16 TYPES LOYAL, FOCUS ON FAMILY</td>
<td>PERFECTIONISM, EXCEL IN SCHOOL &amp; WORK, LIKE TO BE IN CONTROL, POSITION OF POWER AND LEADERSHIP</td>
<td>LIKE TO BE ALONE</td>
<td>MARK THEIR OWN CHOICES LIKE TO BE IN CONTROL</td>
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<tr>
<td>ISFJ</td>
<td>WORK IS HEAVEN</td>
<td>SELF-SACRIFICING, FAMILY VERY IMPORTANT, LOYALTY TO THE FAMILY &amp; FRIENDS, RELATIONSHIPS DEVELOP SLOWLY, CARING CONCERN FOR ALL</td>
<td>DUTY, WORK, OBEDIENCE &amp; RESPONSIBILITY</td>
<td>WORK FIRST &amp; PLAYS LATER, FEW CLOSE FRIENDS, SCHEDULE FUN BECAUSE WORK IS FUN</td>
<td>COMPLAIN ABOUT WORKS, CHOOSE HARD WORK &amp; RESPONSIBILITIES</td>
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<tr>
<td>INFJ</td>
<td>PLAN STRATEGY, SELF-SUFFICIENT</td>
<td>FAMILY VERY IMPORTANT, FEW CLOSE FRIENDS</td>
<td>ACADEMIC &amp; WORK ACHIEVEMENTS, GROUP DYNAMICS</td>
<td>QUIET EVENINGS, ACTIVITY WITH FEW CLOSE FRIENDS (MOVIE, READING)</td>
<td>CHOOSE TO USE INTELLIGENCE, HARD WORKER</td>
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<tr>
<td>INTJ</td>
<td>CAN SEE THE &quot;BIG PICTURE,&quot; INDEPENDENT, LEARN BY ARGUING</td>
<td>FEW CLOSE FRIENDS</td>
<td>EVEN THE BEST CAN BE BETTER, ORGANIZATIONAL SKILLS, RISE TO THE TOP, DREAMS &amp; VISIONS</td>
<td>DREAMS &amp; VISIONS, ACTIVITY WITH FEW CLOSE FRIENDS (MOVIE, READING)</td>
<td>DRIVE FOR CONSTANT IMPROVEMENT, MOST INDEPENDENT OF 16 TYPES</td>
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<tr>
<td>ISTP</td>
<td>CREATIVE, SPONTANEOUS, CAUTIOUS, ENGROSSED IN THEIR OWN WORLD, UNDER CONFLICT MAY ERUPT IN LOUD VOICE</td>
<td>FEW CLOSE FRIENDS, COOL, ALOOF, ISOLATION, CREATIVE, ROMANTIC, CAUTIOUS, ISOLATE</td>
<td>SKILLED &amp; GOOD W/HANDS, LIKE WORKING ON THE EDGE, LEARN BY DOING, SENSE OF ACCOMPLISHMENT WHEN THEY SUCCEED</td>
<td>LITTLE NEED FOR SOCIAL ACTIVITIES, NEW ENERGIZING ADVENTURES, SPONTANEOUS, LIFE IS ONE LONG RELAXATION, CREATIVE, UNEXPECTED BURST OF HUMOR, HIGH RISK</td>
<td>CHOOSE TO COMPLETE ITEMS/THINGS W/OUT WAITING TO READ DIRECTIONS, BE READY FOR ANYTHING, DON'T PLAN, LEARN BY DOING</td>
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<tr>
<td>ISFP</td>
<td>HARMONY, MOST INVISIBLE OF 16 TYPES, PRAGMATIC, OPEN, LOW NEED TO CONTROL OR LEAD</td>
<td>SENSITIVITY FOR OTHERS, SACRIFICE SELF-EXPRESSION, MEDITATION</td>
<td>ENCOURAGE OTHERS, CREATIVE, ARTS, WORK MUST BE GRATIFYING, SERVE OTHERS, IN TUNE W/SELF &amp; WORLD MORE THAN ANY OTHER 16 TYPES</td>
<td>NOT COMPETITIVE, SPONTANEOUS, HANDS ON ACTIVITIES, DAY DREAMER, DOING SOMETHING VS NOTHING</td>
<td>UNCONVENTIONAL APPROACH TO A PROBLEM, DEVELOP NEW WAYS, NON-DIRECTIVE</td>
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<td>INFP</td>
<td>IDéalIST, STRIVE FOR SELF IDENTITry, AVOID DISAGREEMENTS, TEND TO INTERNALIZE STRESS (ULCERS, HEADACHES)</td>
<td>HARMONIOUS, DESIRE TO SERVE OTHERS, DEEP LOVE, MARTYRDOM, LOYALTY TO FAMILY</td>
<td>HONEST SERVICE TO OTHERS, STRICT W/SELF, HIGH LEARNING ABILITY, ASSERTIVE &amp; AGGRESSIVE, PERFECTIONISM</td>
<td>EASY GOING, CONGENIAL, RELAXED</td>
<td>SCHEDULE AS SUBJECT TO CHANGE, RELAX VS RIGID</td>
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<td>INTP</td>
<td>EXPLORE ALL POSSIBILITIES, INQUISITIVENESS, SELF-DETERMINISM, LOT OF ENERGY, EXPERIENCE LIFE</td>
<td>ALOOFNESS, TOLERANCE FOR DIFFERENCES, IDEAS &amp; THINGS</td>
<td>PERFECTIONISM, INTENSE CONCENTRATION, FOCUS ON SEVERAL PROJECTS, PHILOSOPHICAL, MUST BE CHALLENGED, &quot;AT LEAST I TRIED&quot;</td>
<td>&quot;LIVE &amp; LET LIVE, &quot; AIDS PROBLEM-SOLVING, LEARNING, FAMILY EVENTS, RISK TAKING, CONCENTRATION</td>
<td>FLEXIBLE, CHOOSE GOALS &amp; REWARDS, FORGETFUL, &quot;ABSENT MINDED PROFESSOR,&quot; DREAMER, INDEPENDENT, AUTONOMY</td>
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Appendix
## REALITY THERAPY & MBTI

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<tr>
<td>ESTP</td>
<td>REALISTIC, OBJECTIVE, PROBLEM-SOLVERS, DOER, COMMON SENSE, RESOURCEFUL, CREATIVE, TRUST THEMSELVES</td>
<td>PEOPLE EASILY DRAWN TO THEM, COMMITTED TO SERIOUS RELATIONSHIPS, LOT OF FRIENDS &amp; RELATIVES</td>
<td>ACTION ORIENTED, ANALYTICAL, USE INNATE TALENTS, TACKLE &amp; COMPLETE TOUGH JOBS, FEARLESS IN TRYING ANYTHING ONCE, COMPETITIVE, DIRECT</td>
<td>DO SOMETHING VS NOTHING, ENTERTAINING, GREGARIOUS, CENTER STAGE, JOKES, LOT OF ACTIVITIES, ENJOY FAMILY EVENTS</td>
<td>SPONTANEOUS, FLEXIBLE, HIGH ENERGY, NOT GIVEN TO SELF PUNISHMENT</td>
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<td>ESFP</td>
<td>PRESENT ORIENTED, NEED HARMONY, DENY NEGATIVE SITUATIONS, CONFLICT AVOIDANT, EXCITED, POSITIVE ABOUT LIFE</td>
<td>INTENSE, CARING, SENSITIVE, ACCEPTING OF OTHERS, FRIENDS, FAMILY, CLUBS, INTENSE COMMITMENT, PASSIONATE, SOCIAL ACTIVITY ORIENTED</td>
<td>PEACE MAKERS, IMAGINATIVE, HIGH ENERGY, CENTER OF ATTENTION, ABRUPT, CREATIVE, MANAGES MANY ACTIVITIES</td>
<td>&quot;YOU ONLY GO AROUND ONCE,&quot; SPONTANEOUS, ACTIVITY ORIENTED</td>
<td>SPONTANEITY, IMMEDIACY, EASY GOING, REALISTIC</td>
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<td>ENFP</td>
<td>LOOK AT ALL POSSIBILITIES, OVERLY POSITIVE, ENTHUSIASM FOR LIFE, IMPROVISER</td>
<td>AFFIRMING OF OTHERS, NEED TO BE LIKED, PEOPLE PLEASER, EMPATHETIC, NEVER SATISFIED WITH RELATIONSHIPS, LOT OF FRIENDS</td>
<td>GREGARIOUS, ENTHUSIASTIC, HIGHLY SKILLED W/PEOPLE, TOLERANT OF PEOPLE'S DIFFERENCES, CAN HANDLE MULTIPLE DEMANDS</td>
<td>ALL OF LIFE IS A PARTY, SPONTANEITY, NEW &amp; VARIETY OF TRENDY ACTIVITIES</td>
<td>ADAPTABLE, HELPING OTHERS, CREATIVE</td>
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<td>ENTP</td>
<td>INVENTIVE, SEE THE BIG PICTURE, DEBATE BOTH SIDES</td>
<td>LOT OF FRIENDS, RELATIVES, ACTIVITIES, INDEPENDENCE IN RELATIONSHIPS</td>
<td>CREATIVE, INDEPENDENT THINKER, PUSHPUT OF IDEAS, INTELLECTUAL STIMULATION, LIKE BEING COMPETENT</td>
<td>WIDE VARIETY OF ACTIVITIES, COMPETITIVE, TRAVEL, RISK TAKER</td>
<td>CREATIVE, OPPORTUNISTS, INGENUITY, ADAPTABILITY, INDEPENDENT</td>
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<td>ESTJ</td>
<td>MANAGER, LIFE'S ADMINISTRATOR, TAKE CHARGE, HARD WORKER</td>
<td>HARMONY WITH OTHERS, LIKE YES PEOPLE AROUND THEM, FAMILY IS IMPORTANT, LOYALTY TO SYSTEMS, INDEPENDENT IN RELATIONSHIPS, FAMILY RITUALS</td>
<td>IMPOSE JUDGMENTAL STRUCTURE &amp; ORDER, ACADEMIC, GREGARIOUS, DEPENDABLE, TRUSTING, PRACTICAL, PIONEER, ASSERTIVE</td>
<td>SCHEDULE FUN, CONSTRUCTIVE ACTIVITIES, LEISURE IS LEARNED OR FOR A GOAL, COMPETITIVE, ACTION ORIENTED</td>
<td>CHOOSE TO TAKE CHARGE, ORGANIZE, PLAN, QUICK TO MAKE DECISIONS, EFFICIENT</td>
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<td>ESFJ</td>
<td>HARMONY, DENIAL OF CRITICISM OR DISAGREABLE SITUATIONS, SERVE OTHERS, REALISTIC, PRACTICAL</td>
<td>SENSITIVE TO OTHERS, CARING, FAMILY IS IMPORTANT, VERY LOYAL, SELF-SACRIFICING, PEOPLE PLEASERS</td>
<td>IMPOSE ORDER, STRUCTURE SITUATIONS, DETAIL, HARD WORKERS, VERY APPROPRIATE IN MANNERISMS, SERVICE TO HUMANITY</td>
<td>HOST &amp; HOSTESS OF THE WORLD, SCHEDULE FUN, WORK FIRST, ENJOY ACTIVITIES WITH PEOPLE</td>
<td>CHOOSE FAMILY FIRST, ORGANIZED, NEAT</td>
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<td>ENFJ</td>
<td>GOOD COMMUNICATOR, PERSUADER, PEOPLE PLEASER</td>
<td>UNDERSTANDING OF OTHERS, WELL-LIKED, LOYAL, LOT OF FRIENDS &amp; RELATIVES, MARTYRDOM, SOCIABLE</td>
<td>MOTIVATE PEOPLE, LEADER, ORDER, CONGENIAL, PEOPLE ORIENTED, LIKE TO DO SERVICE WORK</td>
<td>EXCELLENT SOCIAL SKILLS, ARTICULATE, WORK FIRST, PHILOSOPHER, READ, VIEW &amp; DISCUSS MOVIES</td>
<td>OPINIONATED, COMMUNICATION, CHOOSE PEACE, HARMONY &amp; FAMILY, SERVE OTHERS</td>
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<td>ENTJ</td>
<td>LEADERSHIP ABILITIES, INTIMIDATE, ARROGANCE</td>
<td>RELATIONSHIPS DEVELOP &amp; GROW OVER TIME, CAN ALIENATE OTHERS</td>
<td>ARGUMENTATIVE &amp; ROBUST, ORDER, CONTROLLER, SYSTEM PLANNER, EXCELLENT COMMUNICATOR, GREGARIOUS, BOSSY</td>
<td>SCHEDULE FUN, CONSTRUCTIVE ACTIVITIES, COMPETITIVE, FAMILY EVENTS</td>
<td>INTIMIDATE, ARROGANCE, IMPARTANT, COMPULSIVE, GOOD VERBAL SKILLS, QUICK TO MAKE DECISIONS</td>
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Appendix
ABSTRACT

The following is a case example of two therapies whose perception of the same information results in the development of different treatment plans. One therapist is an external control therapist who uses cognitive therapy (Beck, 1996, Nichols and Schwartz, 1998), and the other uses choice theory (Glasser, 1998) to practice reality therapy. The comparative case study approach allows both therapists to respond to the same set of questions in the case situation.

CASE STUDY

"D" is a sixteen-year old female born to parents currently in their mid-thirties. D's parents have endured a relationship, stemming from their teenage dating years, which had many separations and third party involvements. The parents have separated, and the father has formed a new relationship. D currently lives with her mother.

Father presents a history of control and manipulation along with a dependence on his own mother. Whenever the couple had problems, father would involve his mother. The paternal grandmother (PGM) has supported her son against D's mother.

The presenting problem includes PGM's interference, parents' poor communication, father's use of child care payments as a control mechanism, and D's adjustment to parents' separation. D's adjustment includes problems with both parents, although she views her relationship with her father as the more strained. She also reports conflicting feelings about her father's mother. D states that she is frustrated, depressed and angry. Her school grades have declined.

EXTERNAL CONTROL THERAPIST

(Cognitive Therapist)

Cognitive Behavior therapy is a popular treatment modality developed by Aaron T. Beck. According to Beck (1996, p. 214), "Since the central psychological problem and the psychological remedy are both concerned with the patients' thinking (or cognition), we call this form of help cognitive therapy." Cognitive therapy is based on a personality theory that places emphasis on the way one is thinking. It posits that thinking is more significant than other variables in determining how one feels and behaves.

Therapy is viewed as a collaborative interactive process of empirical investigation, reality testing and problem solving between the therapist and the client. The client's maladaptive interpretation or view, along with the conclusions, are considered as a testable hypothesis. According to Beck (1996), "We have seen that the common psychological disorders center around certain aberrations in thinking. The challenge to psychotherapy is to offer the patient effective techniques for overcoming his blind spots, his blurred perception, and his self-deceptions. A promising lead is provided by the observation that a person responds realistically and effectively to situations not related to his neurosis. His judgments and behavior in areas of experience beyond the boundaries of his specific vulnerability often reflect a high level of functioning. Furthermore, prior to the onset of illness, the neurotic frequently shows adequate development of his conceptual tools for dealing with the problem of living (p. 213)." Behavioral experiments are the verbal procedures one can use to examine alternative interpretations and to generate contradicting evidence and/or alternative views that support a more adaptive and healthy belief, leading to therapeutic and behavior change.

1. What does "D" want?

This is a case where D wants a better relationship with her father. She stated "I want him to think about what I want, and not everything as he wants it. He does not listen to me. He still thinks of me as his little girl and treats me like that. He wants everything his way."

2. Identify the need: Improved communication

This need is chosen to enable D to express her feelings. It is important to her to have her father think about her feelings. D believes her father does not know her and does not accept her for the adult she believes she is, with the ability to make decisions about her life. D also believes she does not always understand her father, does not understand what he means, or the reasons for his thoughts. D also believes her father seeks revenge when he is disappointed or thinks he has been neglected. Father, according to D, may target his rejection or disappointments with her mother at D. D believes it is important for her father to dominate and control.

3. What are they doing?

Mother and D are attempting to communicate with the father, but feel frustrated and unsuccessful. While they try to keep the lines of communication open, they experience father making accusations, and withholding support money. The father tends to bribe D, i.e. he will give her money, if she does what he wants, etc.

4. Is it working?

D does not seem to be getting what she wants. She reports mixed feelings, although she has hope. While D expresses feelings of anger and frustration toward her father, she described feelings of love for him. "I love him because he is my father, but I don't like him." D is not ready to sever contact with her father.
5. The Plan

D considers negotiating with her father; utilizing a give and take approach. However, she is up against his strong demands, and his using money to back up his demands. In spite of this, D agrees to keep talking with her father, doing the "things" he wants her to do, i.e., attend church, attend school, not date anyone her father does not like, etc.

The therapist agrees to meet with D and provide an opportunity for her to express her feelings. The therapist and D will work on her thinking, which underlies her feelings. The therapist will meet with her mother to develop and solidify a support system for D. The therapist will meet with her father to encourage him to communicate with D and to be more flexible. The therapist will also help father express his anger toward the mother.

The therapist will focus on structuring the father's communications with D. The focus will be his angry feelings and developing flexibility. The therapist will encourage D to focus on accepting the father as he is while assessing her feelings. The therapist will also encourage D to plan her goal and the thinking-feeling needed to achieve her next objective.

REALITY THERAPIST USING CHOICE THEORY

A cursory review of the literature (Mickel, 1995) reveals several barriers within the external control (conventional) therapeutic approaches. Foremost among them is the assumption that everyone can be treated compartmentally. The conventional theoretical practice perspectives postulate they can ignore wholism. It presumes that the practitioner, if (s)he is "adroit and competent" can overcome different components brought to therapy. The key to success, from this point of view, is technical. The interpretation of total behavior as well as perceptions are the keys to therapy.

Reality based therapy provides the foundation upon which to build involvement. It is an approach which focuses upon the relationship system which works to modify or change those processes which detract from the strength of need fulfilling quality processes.

The therapeutic process consists of the two major components inherent to reality therapy. The counseling environment and the procedures that lead to change are part and parcel to the process. It is incumbent upon the therapist to weave together the environment and the procedures that lead to change. The client's system is empowered and the effects of the change effort are reality based. Reality Therapy Based Casework Planning provides a model to work toward the desirable goal of self empowerment.

The process begins by asking the client what (s)he wants. Empowered persons know in what direction they wish to go. Once the therapist understands what the client wants, then it becomes necessary to translate that want into a basic need. It is understood under this model that you can't always get what you want, but you can always get some of what you need. The key components to this model are evaluation and planning. One must evaluate what is wanted by what is available and realistic. After an assessment of what is currently being done to get what is wanted, and a judgment made, the process moves forward. Once behaviors are evaluated, planning can take place.

All plans should be short, success oriented and strength building. The overall focus of the plan is to meet the goal of therapy. In reality therapy, a consistent goal is to meet one's needs in a responsible manner. Goals are reduced to objectives. Plans should have built in milestones and checkpoints. Planning is an ongoing process. The final component is commitment. If a plan is to work, there must be a payoff for the participants. Therefore, make sure it is the client's plan and not the therapist's plan. If plans are to be successful, or have a chance for success, they must reflect the "buy in" of the participants. The therapist and D used role playing to communicate the function of the basic needs. This method helps to communicate the basic needs that are most pressing to both parents and D. It allows them to work toward changing thinking and doing behaviors. I think... I will... Understand that I cannot control my father or my mother. I must focus on what I can control, my choices in fulfilling my needs. The therapist teaches the What If/Can I Method:

What if: Father will not change
Can I: Meet my need for love and belonging power?
What if: Mother/Father continue their current relationship?
Can I: Meet my need for love and belonging?

REALITY THERAPY BASED CASE PLANNING

1. What does "D" want?

Direction: Specifically state what "D" wants. Use "D's" own words if possible. I want him to think about what I want, and not everything he wants it. He does not listen to me. He still thinks of me as his little girl and treats me like that. He is "adroit and competent" can overcome different components brought to therapy. The key to success, from this point of view, is technical. The interpretation of total behavior as well as perceptions are the keys to therapy.

Ask yourself if this is reasonable and achievable?

2. Identify the need: Love and belonging power. You may identify several needs from what the 16 year old daughter wants but always attempt to address the one that seems to be the most urgent/prevalent. The plan revolves around the need. A cursory review of the literature (Mickel, 1995) reveals several barriers within the external control (conventional) therapeutic approaches. Foremost among them is the assumption that everyone can be treated compartmentally. The conventional theoretical practice perspectives postulate they can ignore wholism. It presumes that the practitioner, if (s)he is "adroit and competent" can overcome different components brought to therapy. The key to success, from this point of view, is technical. The interpretation of total behavior as well as perceptions are the keys to therapy.

The essence of relationship building is Love and Belonging. Power is exemplified through respect and empowerment.

3. Write as clearly as possible in behavioral terms what the client is doing to address his/her want (as identified in step one (1)).

4. Evaluate the behavior identified in step four (4). Ask is it working, getting "D" what (s)he wants or moving in that direction. Explain:

"Plan to the need you have identified. The needs are always present and require fulfillment, therefore getting more always helps. Explain why you chose the particular need."

5a. If it is working, assist 16 year old daughter to continue this need fulfilling behavior. As the counselor, it then behooves you in concert with the client to determine if the
behaviors utilized are the best choice, if additional planning is necessary to maintain success, and/or if termination is appropriate. If during this assessment, an additional need is identified, return to step three.

5. If at step four (4), it is determined that the behavior is not working, the counselor and client/consumer develop a doable, short simple written plan based upon the need(s) to move the client/consumer in the direction (s)he wants to go.

The choice theory approach is to teach “D” choice theory. Facilitate the development of the what if... I can... method. Use role play to develop relationship skill building.

6. Based upon step five (5) a commitment is made by the counselor and client/consumer to implement the plan. I agree to Facilitate choice theory and reality therapy skill building. The therapist will work with “D” with the family as a component of the change process. Agree to come on time for six sessions and do the homework which is related to building effective relationships.

If I am unable to Come on time... IF I am unable to fulfill each of my commitments on time... I will be responsible.

I will call, develop a plan to fulfill my commitment.

Signature __________________ Date __________________

7. Evaluation is an ongoing process but a specific point is mutually decided upon when counselor and consumer/client will decide if it is working. If it is working, follow directions at step 4. If it is not working, re-evaluate the plan:

(1) Whose plan is it?
(2) Was the plan reasonable?
(3) Was success built into the plan?
(4) Were ample time frames, and evaluation mechanism, and commitment part of the plan?

Don’t give up. Giving up on the plan is not giving up on the person, return to step one (1).

CONCLUSION

All any of us can do is behave, at times, some of us fail to communicate (or have our communication interpreted properly) these needs effectively. This does not change the fact that we have these needs. The difference is our interpretation of the world and how we communicate our needs. This is crucial to understanding behavior. The world is defined by what is passed through the perceptual system. This definition results in behaviors that are the best attempts to have choices in the world.

The basic principle is that any factor that disrupts the systems’ balance is countered by behaviors which restore a perceived state of homeostasis (Powers, 1973) Human systems use as many behaviors as necessary in order to maintain balance.

In this case study, choice theory (Glasser, 1998) provides a viable alternative to the external control (cognitive therapy) process. It is based on the foundation that all behavior is inter-related and interdependent (total behavior). The role of the therapist is congruent with choice theory when (s)he interprets the world from the perspective of reality.

References

ABSTRACT

Over the past decade, violence in Israeli schools has increased dramatically. One of the reasons is that students face the bewilderment and fear of the persistent threat of violence in their society. Israeli Jews, Israeli Arabs and Palestinians attend separate schools and have few genuine relationships in the formative years. We believe that there is a cause and effect relationship. The schools are seeking alternative solutions to the external control status quo. Choice Theory may be part of a gradual solution.

"I am an Israeli who fought for his country and who loves it, even during dark times when I was unable to like it. I have never maintained that right or wrong-I must stand up for my country; I have often felt that my country will survive and prosper only if it does right".

Amos Oz, 1994

In February of 1999, I was walking one warm, star-filled night in the West Bank town of Bethlehem. It was a narrow, dark side street flanked on both sides by buildings with many alley ways between. Many people stood in doorways of homes and shops. Many kept their gaze on me. I felt different. It is hard to explain feeling excited and frightened at the same time. I was with friends and they were taking me to the birth place of Christ. As we walked, I was taking pictures and came upon two children who happily gestured at my camera. My friends who spoke Arabic told me that they wanted me to take their picture. I happily obliged. As I was taking their picture and talking with them, a woman, traditionally dressed, began screaming at them and gesturing to me. I asked my friends what she was saying and they said: "never mind, it's nothing, let's move on". I said, "no, no I want to know". "What did she say"? One friend answered: "She told the children that you were a Jew and that you were taking their picture because you pitied them". As we walked on, I looked back at the children and said: "Her words hurt those children more than my camera". Still angered by this, I entered the Church of the Nativity where I knelt and prayed at the location in the church where it is said that Mary gave birth to Jesus. As a Christian, I felt a profound sense of peace; it is an experience of pure pleasure that I will always carry with me. Upon leaving the church, my thoughts returned to what the woman had said. I no longer wanted to judge her since I never really truly understand her experiences. However, it became clear to me that evening in Bethlehem that if Arabs and Jews were ever going to find lasting peace, they must begin to teach their children to move away from the hate, mistrust and the pain.

One of the most serious, complex and long-standing conflicts in the world today is the struggle in the Holy Land between Israeli Jews and Palestinians. The Israeli-Arab war has been going on for over one hundred years or nearly three generations. Tens of thousands of Israelis have been killed and maimed; and over one hundred thousand Arabs. Many have defined this conflict as a religious war, a race war, or a civil rights issue. The reality is that this is an international conflict, a tragedy between two societies who claim historical, natural and legitimate rights to the same land. It is war about real estate which one calls the Land of Israel and the other, Palestine. Two different nations each claiming the same piece of land for itself. "A clash of right versus right". (Oz, 1994).

Israeli and Palestinian children have grown up with the sense that conflict with the other is inevitable and little or nothing can be done about it. Growing up within this perceived world, they have formulated survival values that are often expressed in total behaviors such as accusations, blame, hate, anger, fear, grief, humiliation, despair and revenge. In the worst of times, the trauma has been constant with resulting pictures of loss, pain, suffering and unfulfilled potential. Children of Israel and Palestine have become experts in coping with human suffering. While some have used their sorrow as inspiration for courageous and humane service to their people, others have chosen to lessen their despair with powerful acts of retaliation as a means of survival or a cry for freedom. Many have used the tragic information coming from their real world and chosen to become more tolerant and receptive. Others view their experiences from a negative filter of suspicion and vindication. As their writings illustrate, both rely on their ethnic and national identities as a self perception of who they are in their Quality Worlds. We have come to realize that both of these responses to tragedy may differ perceptually, but are nonetheless, equally human.

The following excerpts from Laurel Holliday’s, Children of Israel, Children of Palestine: Our Own True Stories helps us to better understand the depth and commonality of their struggle. Despite the close proximity of their home, the psychological distance between them is significant. The stories illustrate living intensely in a “survival mode” in an environment where any sort of involvement between Israeli and Palestinian children does not exist.

As I look on my mother’s life, I have to think that the only benevolence she experienced in her forty years was death. She came into this world in the peaceful village of Beit Daras. Her first five years there were happy. The landscape was beautiful and the atmosphere was permeated with a sense of simplicity and stillness. Then the Zionists came. They invaded her village and drove everyone out at gun point. My grandmother recalls how the villagers gathered together and fearfully plotted their retaliation against the invaders. The Zionists were armed with weapons while the people of my mother’s village had only simple farming and kitchen tools to fight with. So many of them were killed, trying to protect Beit Daras. Others fled to life as refugees in the crowded camps in the Gaza Strip. I remember my mother weeping as she...
recalled their journey to Gaza. Her mother held her hand and carried her younger sister. My mother was only five, but this journey changed her into an adult. Children grow up fast in war. On the journey to Gaza her father died. The family was unable to stop, for there was no shelter, food or water. They had to bury him on the side of the road. Now my mother was a refugee. For the rest of her life she would live in a lonely camp, riddled with disease, surrounded by barbed wire, filled with despair. Still, here she would be known for her sweet disposition and her generosity to the poor, even though she was so poor herself. And here in this camp her children would watch her die.

-----Ramzy Baroud

The news will always have new things to report about: calamities, corruption, politics, crime. But here in Israel, in the last three years, calamities came much too often and they were much too sad. Three years ago that was all it was for us--new. The assassins were killing people every day, but it was so far from us, a minor phenomenon. The uprising was something I heard about in the news--it was a concept, not a reality. Peace? Peace was a lovely word, in fact it was a fashion. If you were against the peace process, it meant you were not enlightened. Three years ago we felt safe, as much as we could feel safe anyway. Until the 20th of October, 1994 when the fear and terror came. We were in class, it was the ten o'clock break. A shout interrupted me. "This isn't happening! It's not real!" Then I saw a tear in Itaf's eye and Keren and Lilach look worried. "What's wrong?" I asked. And Rinat and I went to listen to the radio. "...The number of dead or injured is yet unknown. The chief of police estimates there are between ten to fifteen dead and over fifty injured..." The radio kept on: "The police have sealed this area." "I'm not exactly sure where the explosion took place." "I'm standing now at the Dizengof Square..." "...next to the fountain of water and fire..." "There is blood everywhere. It's horrible! You can see fingers on the floor, and hair covered with blood, and human flesh all over the sidewalk and the road. The bus is split in two. Now is the turn of the tears to fall. The situation is not clear now, but I can tell you, you wouldn't want to be where I'm standing." Keren turned off the radio. We were stunned and speechless. I panicked. "And if it happened in Dizengof, nowhere is safe anymore." "Can't you see that is exactly what they were aiming for--your fear?" Keren cried. "They just want to intimidate you." I don't have a clue who 'they' are. It's a faceless, hateful enemy we have. There is no way to fight him."

-----Redrose (Pseud.)

Most people mark the beginning of their lives by a birthday, wedding, or some other happy event. I have marked the end of my childhood with blood. My earliest memories start on December 9, 1987. I will never forget how everything was closed down, angry soldiers were yelling everywhere, and the TV showed images of lots of dead bodies. The Intifada - that was the start of my grown-up life. Our schools were shut down right after the uprising started. Teaching was illegal, and to be in school was a crime. Teachers resorted to teaching illegally in their homes. Those caught learning would spend the night in the worst jail in the area, get beat up, and have to pay a fine. In the summer of 1988, the schools were reopened. One morning I heard the sounds of Quran reading coming from all the mosques. I was scared to death. When I reached school, I learned that a ninth grade student had been found dead outside the city. He had been beaten and tortured and shot to death by the army and was left for two days. In 1990, the army came into our local club. They rounded us all up and separated the older students from the younger ones. I stood there in horror as they beat the students up. Then they interrogated us about our names, where we lived and the whereabouts of our coach. The soldiers took the older students and locked them up and beat them. An eleven-year-old and thirteen-year-old--my brother and I--hurried away from this place of horror, but the looks on the older students' faces and the sounds of the beatings will echo in my memory forever. In my mind, the sound of a bullet, the echo of a kick, the cries of the people, and the images of the dead will never be buried. I'm carrying a deep wound, a wound that keeps getting deeper and deeper every time peace is postponed and manipulated. The echoes, the ghosts, and the choices make me wonder: will I ever be able to forgive and forget? Will time ever bury such a tragedy and help me to start over again as a normal human being? I have lost the innocence in my childhood to the guns and the boots and the sirens. Yet I am lucky, for I have not lost a member of my family to the dungeon or the gun. But I can't help but wonder about my Palestinian brothers who have lost someone-or who are lost themselves. I can't help but wonder, will it ever end?

-----Ghareeb (Pseud.)

Not Again! Aviva and I looked at each other with pleading eyes, asking for some reassurance it was not another one, not so soon. "There was just another bomb, this time in Tel-Aviv." Again. And again. Why can't they leave us alone? Why aren't we allowed to just live in our homeland in peace? The pain did not break my heart, though I did not fall apart. Nor did I clench my jaw and fists, determined to fight for my right to exist in my homeland. No. I could not. For I was numb. Shockingly, frighteningly numb to it all. Naturally, after all such incidents, we had a school meeting. Crammed inside the school, eyes glued to the television, we sat. We thought. We cried. Now what would happen? What's next? What now? We knew the routine by now: parents and friends on the other side of the ocean urging us to come "home". They just didn't realize we were home. They didn't understand that the only white flag going up would bear two horizontal stripes flanking a Magen David, forming Israel's banner. The next evening was Purim. Purim in Israel was a party in the streets, an Israeli version of Mardi Gras. National celebrations of the holiday were called off. The whole group of us went to a local synagogue to hear the Megillat Esther read. Afterwards, we walked back to our dorms. Two from our group, in bored anticipation of the changing street light, began to dance. There wasn't any music -- there was no particular reason to dance - they just felt like dancing. And so they did. On the corner, there stood an elderly Israeli man. He began to scream: "You're dancing? You're dancing? Jews are being killed - your people are dying - and you dance?" I kept silent, but my mind screamed, "Yes, they're dead - our brothers and sisters have been slaughtered, but we're alive." We lived! It's Purim, and we're alive! Am Yisrael chai! The people of Israel live!" Friday morning, a week and a half ago, it happened again in a cafe in Tel Aviv. I was there all over again. Skeletons of busses in the streets, the mourning songs on the radio, the dark cloud hanging over everything. All I could think was, "Not again! Not again! They can't steal Purim.
away again!" And they didn't. I was so thrilled, as much as possible considering the circumstances, when Leah my counselor told me that they had decided not to cancel national celebrations again. There is a life to be lived, so the memories of the slaughtered may live on. The Star of David, that ancient king's shield, yet guards the white flag. The state of Israel's motto true: Sheinit Matzada lo Tipol - Massada shall not fall again.

-----Jeffrey Klein

The young Israelis and Palestinians who tell these stories have grown up in an intense society where they believe that they are destined to fight for survival and identity. Hence, many of them grow up in a vigilant "state of alert" where they are always prepared to defend themselves. This is played out early on in their schools, neighborhoods and greater communities. Because of their reality, they are faced with a constant unbalanced mental scale of wanting security, peace and freedom and not having it. Consequently, there is a lot of rage and disillusionment among and between both groups where "pure pain" signals often are followed by feelings of sadness and insecurity which in turn give way to suspicion, frustration and finally violent outburst.

Most notably, this occurs within the schools where Israeli and Palestinian students have grown up never knowing peace. Each year, thousands of new immigrants come to Israel from over one hundred different countries. Although they bring with them a commonality of religion and a shared dream of a homeland, culturally, they are different and this can add to polarization and isolation in the schools.

Between Arab and Jew, one behaves primarily for security and identity while the other for freedom, autonomy and self-determination. Israelis protect their security (Survival) out of necessity by using Power. Palestinians will defy Survival for a taste of Freedom. Both are really controlling for Belonging. Jews continue to come to their Promised Land for the same dream: to belong. If there is one lesson that most have learned from the past hundred years of conflict it is that: as long as your neighbor is your enemy, your house will never be a home. It will be a fortress, and in a fortress you can never really take your shoes off and relax. What this means is that they will never really be able to feel at home in Palestine, they will never really be able to end their exile, unless the Palestinians, their neighbors, feel at home as well. (Friedman, 1995)

Real security can never come from force and Belonging is impossible without Survival. For the children of Israel and Palestine, in the long run, Belonging will only come from quality relationships with and between each other. For both people, the past is essential to their identity but does not exhaust all that their children can become. With a slow steady piloted change in paradigm from external to internal control, perhaps the current dream of separation will one day turn into the dream of living together.

The permanent - status talks between the Palestinians and Israelis have begun. The question is: what sort of nations will emerge and how will they coexist. Both sides seem ready to consider partition of the land. To do so, it will be necessary for them to look closely at both their idealistic pictures of a homeland which have always included the other "going away" and to develop more realistic pictures which include a shared storehouse of perceptions. These pictures would include the Palestinians' right to a homeland and Israel's right to exist with security. What that will look like after complex bargaining remains to be seen. The compromises will require changing values that no longer are black or white. Gray areas must be formulated. What was once perceived negative and nonnegotiable can be reframed. This is the only way they will both get some of what they want.

Changing these pictures will be difficult. Israelis have good reason to be nervous, frightened, untrusting and obsessed about security. For seventy years they have had what is equal to a death sentence hanging over their heads by the Arab world. Palestinians have equivalent feelings. They have lost their homeland for over fifty years. They have been displaced throughout the Middle East and have endured thirty-two years of military occupation of the West Bank and Gaza.

I tell every Palestinian friend and every Palestinian enemy: You and I do not have to agree on what happened in the past. We need to agree on the future.

-----Amos Oz, New Middle East Magazine

There will be good days and bad days ahead. The future will hold a constant struggle between the pictures of peace and the perceptions of extremism. Opponents of both sides will behave to meet their illogical pictures of oppression, extermination and righteousness as the process moves forward. The closer they get to peace, the more desperate and violent the behavior will be. Extremists on both sides will use external control to have their way. "Do it or I'll spoil it!", or "Do it or I'll hurt you!" will be the "power over" commands. Those that want peace must stay the course. They must have a strong commitment to their plan. Only Arabs and Israelis can liberate themselves from their past. Only they can keep hope alive.

After the final status, in order for both to live side by side with mutual respect and guarantees of human rights, justice, security and freedom, they must act to frame each other in their perceived worlds as less negative. To do this, they must begin to understand each other.

The best place to begin this process is in the schools with a systemic effort to dramatically decrease segregation and increase involvement of Israeli and Palestinian students at all levels through pilot projects using the Quality School model. The children's perceptions of their neighbor will be the key to long lasting peace. It is the children of Israel and Palestine who will build the bridges to coexistence and perhaps one day, integration. Choice Theory can be their tool. It will not be easy to build a bridge over fear and suspicion but Choice Theory teaches us that we all behave to meet the same basic needs. Israelis and Palestinians have many mutual pictures in their Quality World. They care very deeply for their children's future and they share the love of the same land.

We are not suggesting that the two school systems bring students together and simply let them enter each other's Quality World. After the final status, most are going to continue to join the adults in their worlds and continue to disagree, blame and mistrust. However, by using an internal versus external control psychology, schools can begin the very slow process of helping
students emerge from the trauma that they have always known.

We propose that they do some of this by bringing Israeli and Palestinian students together. It will require training groups of professionals from both nations in Choice Theory. It will require sharing our experiences in our Quality School and developing ongoing exchange programs for staff and students. We are committed to this process.

What follows is one example of a pilot project based on empirical data aimed at bringing Israeli and Palestinian students together using both Choice Theory as well as contact theory which has had numerous applications in Israel for other inter group challenges. Our aim is to develop this design for a primary through secondary school population.

There have been a multitude of research articles on inter group contacts. The basic assumption of most existing research projects is that contact between groups with any kind of conflict can be reduced by exposure and interactions among a sample of opposing group members. Results of research in contact interventions highlight the enormous challenge facing schools who may be willing to participate in this program. Since the 1950's, many psychologists have concluded that contact between opposing groups can alter perceptions of group members by helping them reduce tensions, change attitudes and thus generally improve or at least begin relationships.

Not every contact will always lead to a positive change due to environmental conditions. These conditions closely parallel those prescribed by Reality Therapy (Glasser, 1993). They are the following:

1. The extreme nature of the differences in preconceived notions of members of each group. Their perceptual gaps in terms of how they both view the other.

2. The quality and frequency of contact between members of the group. The intensity, frequency and duration of involvement on an ongoing basis.

3. The status of the members of the group. The role of Power.

The basic premise is that individuals regardless of age have preconceived notions prior to coming into contact with those they conflict with. The less prior contact outside of the group, the more preconceived notions will be distorted.

Given this, it is easier to change positions within the group if decisions to change occur in the same direction of the original preconceived notion or perception. For example, if a preconceived perception by Palestinian high school boys is that Israeli high school boys were brave, they would be more inclined to identify with this bravery regardless of their difference and change may be more likely to occur. Conversely, it is much more difficult to change positions or conflictual pictures from one extreme to its' opposite both within as well as between groups. If a group of Israeli high school boys consider themselves brave and Palestinians cowards then movement to bridge this perceptual gap will be slower and perhaps less likely. Contact can help people moderate their positions when their initial perceptions were not totally negative. This of course would make such a project between Israeli and Palestinian students particularly at the high school level quite challenging given research results. However, contact using Choice Theory has never been tried and could very well be successful even with extreme polarization between the groups as we would definitely see in Israel and Palestine.

For example, different subgroups of students who present extreme negative positions might not show any positive change. In Choice Theory terms, they may continue to view the world through rigid valuing filters and thus continue to behave to meet their conflicting opposing pictures. Choice Theory would concentrate on building involvement with these students through useful and fun activities which could facilitate more mutual need satisfying pictures. The change in values or attitudes would follow the students' movement closer to those in the opposite group.

Group identity also plays a role in contact interventions. Group members who come in contact with other group may be looking for evidence that supports their existing preconceived notions or similar pictures. On the other hand, they may ignore any information coming through their filters that might contradict their perceived world. Working with groups who have collective feelings of hate, fear and distrust would require a high level of commitment.

Working in Israeli and Palestinian schools using a research design that measures the successful application of Choice Theory through a Quality School format would offer professionals who believe in Choice Theory their greatest challenge. One can assume that both groups have extreme mutually negative perceptions of each other based on both their life experiences and values but not based on any relationships they have had with each other. The presence of such negative perceptions will lead initially to minimum contact and lack of initiative by most in the group. Using a Quality School design, morning and afternoon class meetings would provide group members ample opportunity to interact.

The use of involvement activities as well as physical and recreational group work would also enhance the environment by focusing on fun and recognition in activities totally unrelated to their preconceived perceptions. Pleasant activities requiring a high level of involvement such as outward bound programs increase connections and significantly influence perceptions of one another.

Teaching the students Choice Theory through these activities would be an important goal of the program and greatly enhance the possibility of improved relationships through shared experiences. Again, this would have to be proven by a systematic research design.

The assumption is that the internalization of Choice Theory ideas by Palestinian and Israeli students will give them a new understanding of their similarities versus differences. That they are all driven by the same needs and are therefore more alike than different. Although some of their present pictures may be different, their future pictures could be similar if formed together through mutual collaboration, fun activities and respect.

One does not have to give up traditional Quality World pictures to form new ones with old foes. For example, each group could compile an album of pictures symbolic of how...
they meet their needs. Through authentic understanding, both sides will be helped to perceive the contact as less threatening.

Another effective activity is teaching the concept of total behaviors and behavioral choice. This helps Israeli and Palestinian students better understand that feelings of hate, distrust and prejudice are always a matter of choice regardless of past experiences.

Reality Therapy's focus on the here and now could prove to be the most powerful intervention with his group. Their past is filled with trauma, but nevertheless, what happened in the past has happened and it cannot be changed. Mistakes were made by both sides and the message to the students that we can only live our lives in the present can be very effective since most of their current present behavior is being driven by past pictures.

The structure of the research design would match similar age students from similar socioeconomic status from both Jewish and Arab schools. One project for each level (elementary, middle school and high school). The program should be presented in both Arabic and Hebrew. English could be used if all students spoke fluently. All staff would be trained and certified in Reality Therapy and each project would be mentored by a William Glasser Faculty member with experience in Quality Schools at that level.

The project should have a duration of two school years. The content should be relatively the same as is implemented in the United States with the appropriate cultural and environmental considerations in the creative development of materials and activities.

Students would not be exposed to Choice Theory prior to contact. The focus of the project would be on increasing relationships between each group, thus operating on a micro level of contact. Macro levels of contact (political, civil, religious and national) would not be substantially covered. The premise is that by using Choice Theory and contact intervention, you can increase authentic relationships through mutual need satisfying activities regardless of macro obstacles or differences. Standardized individual perceptual values rating scales would be compiled on each student before the intervention as a baseline to measure changes in perceptions and values after the intervention period.

The tragedy of two peoples loving the same homeland for hundreds of years can never be resolved by external control. Their history is a testimony to that premise. Both have been oppressed, humiliated and discriminated against by external control psychology. People will continue to behave for survival and freedom. Neither will ever be forced to surrender all of their dreams. The opposite of war is not love, the opposite of war is peace. (Oz, 1994) Perhaps with the use of Choice Theory, the next generation of Israelis and Palestinians will produce more cooperation, understanding and finally, authentic relationships. It is worth finding out.

The road is long and they are just now beginning. The first group of Israelis and Palestinians were Reality Therapy certified in February in Tel Aviv.

There are no sweet compromises. Every compromise entails renouncing certain dreams and longings, limiting some appetites, giving up the fulfillment of certain aspirations, but only a fanatic finds compromise more bitter than death. This is why uncompromising fanaticism always and everywhere exudes the stench of death. Whereas compromise is in the essence of life itself.

The Torah says: ‘Thou shalt opt for life.’
Let us opt for life.

-----Amos Oz (1994)

References

CORRECTION
In the journal of fall 1999, in the article: “Practicing Choice Theory and Reality Therapy in Israel: A case study”, There are two mistakes:

1. The name of the writer is Michal and not Michael.
2. In the beginning of the article it says that in the past a traditional behavior approach was used. Instead, it should have said that the “Mifnae” approach (or as it known in the states, the “Option”) was used which is very different from any behavioral approach.
A Quality School Program in Jerusalem

Louise LaFontaine

The author is Emerita Professor of Special Education at Northeastern University in Boston, Massachusetts. This article is based on a visit to the school described.

ABSTRACT

Although administration and staff have not been exposed to Glasser’s Criteria for a Quality School (1992), observation reveals a school in Israel that seems to meet all the stated criteria.

The Zalman Aran Public School is located in Talpiyot, Jerusalem. It is located in area comprised primarily of two specific neighborhoods:

1. The Arnona - a neighborhood for well established families with a high socioeconomic standard of living.

2. Old Talpiyot - a neighborhood for well established families who have economic problems and a moderate to low standard of living.

The children from the Arnona neighborhood possess a broader general educational background and knowledge base than the children from the Talpiyot Projects. The parents are affluent and provide their children with after school programs, mainly in English, computer skills, and science. The basic differences in the children’s preparation for school have created obvious gaps and has affected the performance of the children during their time in school. This has been reflected differentially in terms of their successful performance at the school.

Specific data about the school populations and the staff are based on figures from June, 1999. At that time, there were 366 children in the school. Their age range is from six to twelve years. The number of students per class is approximately 25 to 30. The faculty consists of 39 teachers, and a management staff including a Vice Manager, Linguistic Education tutor, a Children’s coordinator, a Pedagogic tutor, and a tutor for the Betzavta Project, a special project of the school.

It is worthwhile to look at this school in the context of public education in general in Israel in relation to specific facts, figures and legislation, for this affects how all schools in the country function. The school has gone through many changes in the past decade, and the current program reflects, to large extent, the philosophy and practice of quality school similar to based on the model delineated by Glasser (1992).

Basic information concerning educational programs in Israel is reflected in the following tables. These figures are from the 1998 report of the Ministry of Education, Culture, and Sport (Sprinzak et al, 1998).

The first table presents an overview of the structure of the educational system in Israel.

TABLE 1

STRUCTURE OF THE EDUCATION SYSTEM, 1997/98

Source: Ministry of Education Culture and Sport
Central Bureau of Statistics (CBS)

<table>
<thead>
<tr>
<th>Pre-primary education</th>
<th>Primary education</th>
<th>Secondary education</th>
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<tbody>
<tr>
<td>Kindergarten (ages 2-5)</td>
<td>Lower secondary schools (Grades 7-9)</td>
<td>Upper secondary schools (Grades 9-12)</td>
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<tr>
<td>334,000 (90%)*</td>
<td>694,000 (85%)*</td>
<td>220,000</td>
</tr>
<tr>
<td>394,000 (91%)*</td>
<td></td>
<td>294,000</td>
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</table>

Free and compulsory education

Free education

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The next three tables summarize figures concerning numbers of pupils, classes, and teaching posts, and average numbers of pupils per class by level.

**TABLE 2**

**SUMMARY OF DATA: PUPILS, CLASSES, TEACHING POSTS**  
(FULL-TIME)

Source: Based on CBS data, Ministry of Education Culture and Sport, Economics and Budgeting Administration.

<table>
<thead>
<tr>
<th>School year</th>
<th>Number of pupils</th>
<th>Number of classes</th>
<th>Number of teaching posts (full-time)</th>
<th>Average number of pupils per class</th>
<th>Average number of hours per pupil</th>
<th>Average number of hours per class</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Primary education (including special education)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1979/80</td>
<td>558,400</td>
<td>21,010</td>
<td>27,950</td>
<td>28.6</td>
<td>1.50</td>
<td>39.9</td>
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<td>1984/85</td>
<td>621,000</td>
<td>23,060</td>
<td>29,750</td>
<td>26.9</td>
<td>1.44</td>
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<td>1989/90</td>
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<td>26,370</td>
<td>26.9</td>
<td>1.39</td>
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<td>38,180</td>
<td>27.4</td>
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<td>45.6</td>
</tr>
<tr>
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<td>39,790</td>
<td>26.9</td>
<td>1.72</td>
<td>46.2</td>
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<td><strong>Lower secondary education</strong></td>
<td></td>
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<td></td>
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<tr>
<td>1979/80</td>
<td>87,600</td>
<td>3,080</td>
<td>7,250</td>
<td>28.4</td>
<td>1.99</td>
<td>56.5</td>
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<tr>
<td>1984/85</td>
<td>123,400</td>
<td>4,150</td>
<td>9,200</td>
<td>29.7</td>
<td>1.76</td>
<td>53.2</td>
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<tr>
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<td>143,600</td>
<td>4,890</td>
<td>10,200</td>
<td>30.5</td>
<td>1.64</td>
<td>50.0</td>
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<tr>
<td>1994/95</td>
<td>182,400</td>
<td>5,920</td>
<td>13,140</td>
<td>30.8</td>
<td>1.73</td>
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<tr>
<td>1997/98</td>
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<td>7,010</td>
<td>16,000</td>
<td>31.4</td>
<td>1.74</td>
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<td><strong>Upper secondary education</strong></td>
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<td></td>
<td></td>
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<tr>
<td>1979/80</td>
<td>166,300</td>
<td>6,320</td>
<td>14,520</td>
<td>26.3</td>
<td>2.09</td>
<td>55.2</td>
</tr>
<tr>
<td>1984/85</td>
<td>207,500</td>
<td>7,300</td>
<td>17,170</td>
<td>28.4</td>
<td>1.99</td>
<td>56.5</td>
</tr>
<tr>
<td>1989/90</td>
<td>244,800</td>
<td>8,520</td>
<td>20,140</td>
<td>28.7</td>
<td>1.97</td>
<td>58.6</td>
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<tr>
<td>1994/95</td>
<td>284,200</td>
<td>10,100</td>
<td>24,370</td>
<td>28.1</td>
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<td>25,490</td>
<td>28.0</td>
<td>2.08</td>
<td>58.2</td>
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</table>
TABLE 3
I. PUPILS IN THE EDUCATION SYSTEM

PUPILS AND STUDENTS IN THE EDUCATION SYSTEM - AN OVERVIEW

Source: CBS

Thousands of Pupils

<table>
<thead>
<tr>
<th>Year</th>
<th>Kindergartens</th>
<th>Schools</th>
<th>Universities*, colleges, and post-secondary education</th>
<th>Other institutions **</th>
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</thead>
<tbody>
<tr>
<td>1948/49</td>
<td>144</td>
<td>821</td>
<td>1,301</td>
<td>1,451</td>
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<tr>
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<td>1979/80</td>
<td>200</td>
<td>318</td>
<td>1,277</td>
<td>1,769</td>
</tr>
<tr>
<td>1983/90</td>
<td>200</td>
<td>318</td>
<td>1,277</td>
<td>1,769</td>
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<tr>
<td>1994/95</td>
<td>200</td>
<td>318</td>
<td>1,277</td>
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<tr>
<td>1996/97</td>
<td>200</td>
<td>318</td>
<td>1,277</td>
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<tr>
<td>1997/98</td>
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<td>318</td>
<td>1,277</td>
<td>1,769</td>
</tr>
<tr>
<td>1998/99</td>
<td>200</td>
<td>318</td>
<td>1,277</td>
<td>1,769</td>
</tr>
</tbody>
</table>

TABLE 4

AVERAGE NUMBER OF PUPILS PER CLASS BY EDUCATION LEVEL

Source: Based on CBS data

<table>
<thead>
<tr>
<th>Year</th>
<th>Primary education</th>
<th>Lower secondary education</th>
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<tr>
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<td>25.0</td>
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<td>28.0</td>
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International Journal of Reality Therapy • Spring 2000 • Vol. XIX, number 2 • 31
Tables five and six summarize expenditures by educational levels and percentages related to total expenditure for education.

### TABLE 5

**NATIONAL EXPENDITURE ON EDUCATION BY LEVEL OF EDUCATION, 1994**

Source: Based on CBS data

[Pie chart showing expenditures]

### TABLE 6

**PUBLIC EXPENDITURE ON EDUCATION AS A PERCENTAGE OF THE TOTAL NATIONAL EXPENDITURE ON EDUCATION**

Source: Based on CBS data

<table>
<thead>
<tr>
<th>Year</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1978-1980</td>
<td>84</td>
</tr>
<tr>
<td>1981-1983</td>
<td>81</td>
</tr>
<tr>
<td>1984-1986</td>
<td>76</td>
</tr>
<tr>
<td>1987-1989</td>
<td>73</td>
</tr>
<tr>
<td>1990-1992</td>
<td>75</td>
</tr>
<tr>
<td>1993-1995</td>
<td>73</td>
</tr>
<tr>
<td>1996-1998</td>
<td>84</td>
</tr>
</tbody>
</table>

*estimate*
Education in Israel is subject to laws and regulations that are in many ways similar to those in effect in the United States. In 1949, a Compulsory Education Law was enacted which applies to children between the ages of 5 (compulsory kindergarten) and 15 (grade 10). Education is provided free of charge and in addition, the law provides free education for students aged 16 and 17, and for 18 year olds who have not completed their schooling by grade 11. The state assumes the responsibility for providing this free compulsory education.

Certain additions to the original law related to discrimination and punishment. The law prohibits discrimination on the grounds of ethnic origin, in acceptance, placement, and advancement of pupils. There is also a prohibition against punishment of pupils for actions or omission by their parents. A State Education law passed in 1953 provides for a six day school week and also determines content and procedures for State education.

It is important to know exactly what is meant by State Education in Israel.

State education is defined as education provided by the state on the basis of the curriculum approved by the Minister of Education and Culture, without attachment to a party, communal body, or other non-government organization, and is under the supervision of the Minister of Education and Culture. According to the Laws, State education is to be based on the values of Israel’s culture, the achievement of science, love of homeland, loyalty to the State law of Israel, remembrance of the Holocaust and heroism, practice in agricultural work and handicrafts, pioneer training, and on building a society based on the foundations of freedom, equality, tolerance, mutual assistance, and love of mankind. (Sprinzak et al, 1998).

A Special Education Law was passed in 1988. The law provides for education between the ages of 3 and 21 for students whose adaptive behavior skills are limited and are in need of such education. This law includes physical, mental, psychological, and behavioral areas of functioning. Gradual implementation of the law is continuing to date.

Other legislation is concerned with the length of the school day, school inspection regulations, and higher education.

More recent legislation on integration of special needs pupils is directly related to the program at the Aran School. This legislation is designed to provide education services in regular educational frameworks and is being expanded. The integration program functions in conjunction with efforts to implement the special Education Law.

At the Zalman Aran Public School, the Betsavta Program is concerned with the integration of students with special needs within the regular education framework. This program was initiated in 1994. It started together with a government program to create a law for special education. The program developed because the framework of special education was primarily established in order to serve children with mental retardation, emotional problems, and severe learning problems. But actually, children with lesser problems were also sent to special education programs. It was felt that many of these children could learn within the regular framework if appropriate programs were provided for them. This is similar to events occurring in the United States during the earlier part of this decade and to continuing thrust within special education in general as seen in the move to a more and more inclusive model for students with and without special needs. It is, therefore, very interesting to look at what has happened with one specific program such as the Betsavta Program in Israel.

Brandeis states that for a special education student:

The separate framework is the official stamp of his different status and the fact that the regular system has no place for him. On the other hand, the successful integration of such a student is an educational challenge of the first order. (Brandeis, 1994)

The Betsavta program is intended to aid in the integration of special education students by helping the schools to provide quality programs within the regular classroom framework. There are three main objectives of the program: gradually reduce the number of special education students, sensitize teachers to the needs of special education students, and sensitize all students to other students with problems and/or special needs.

The program was started in about 180 schools in 1985 and within one year was expanded to 280 schools. The program continues to grow but it is felt by educators in Israel that it is still too soon to present any firm conclusions. However, there is evidence that the needs of these children are being addressed more specifically in teacher training programs and that a stronger sense of cooperation exists between the regular and special education systems.

The Betsavta Program is just one aspect of the overall program at the Zalman Aran Public School that indicates this is a quality school. The school meets most of the six basic criteria for a Quality School as described by Glasser. Certain criteria such as preparation for State Proficiency Tests would not apply because the school is in Israel. It is also not possible to specifically compare grades between these two countries but the essential elements of the other criteria are being demonstrated on a day to day basis.

The atmosphere at the school is indicative of a happy, productive climate. The students appear relaxed and interested in their work. They work in teams and are eager to show visitors (for whom they are not necessarily prepared) what they are doing and how it is being done. There is a sense that they are participating in a “useful education” rather than just being “schooled”. Teaching is done in small learning groups or individually. This helps children acquire independent learning habits. Some children require mediation and extra personal treatment by their teacher. This is accomplished through the Betsavta Project described above. This helps these children to gain a successful learning experience and also helps with their personal development.

The study environment in each class is rich and includes a varied teaching program. It encourages fruitful, creative, and cultural activity. The students experience, create, inquire, and study in “interest corners”. They are allowed to choose among a variety of activities in these corners. There is a wide range of learning materials and, more importantly, a large collection of books in different subjects. This method of teaching provides an encouraging and supporting learning environment. Part of the children’s activities take place with
The Zalman Aran Public School does not officially classify itself as a quality school. What is being done there, however, meets all of the applicable criteria for a quality school within the framework of the educational system in Israel. The school has progressed from a place with many troubled students and worried, frustrated parents to a well functioning, productive place with creative, actively involved students and an enthusiastic staff. The work of the students has consistently improved, and parents who wished their children removed from the school are now also enthusiastic and supportive. Of course not every child, parent, and staff member is completely satisfied with the current program. But they feel free to choose to make changes and to do so in a cooperative manner.

References


International Resource Library

An International Resource Library has been established at Northeastern University, the home of the International Journal for Reality Therapy. This library contains an annotated bibliography of all published articles and dissertation. The 2000 resource library is available upon request at a production/mailing cost:

<table>
<thead>
<tr>
<th>Vol. 1</th>
<th>Vol. 2</th>
<th>Combined Vol. 1+2</th>
</tr>
</thead>
<tbody>
<tr>
<td>U.S. and Canada</td>
<td>U.S. and Canada</td>
<td>U.S. and Canada</td>
</tr>
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<td>$5.00</td>
<td>$15.00</td>
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</tr>
<tr>
<td>$15.00</td>
<td>$3.00</td>
<td>$16.00</td>
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</tbody>
</table>

Disk Copy (Microsoft Word format)

| [Please specify PC or Macintosh compatible] | 3.5x5 | $6.00 |

In addition, individuals are encouraged to send information, materials, etc., to the Library for listing. The mailing address for the Library is:

Reality Therapy Resource Library
203 Lake Hall
Northeastern University
Boston, MA 02155
Telephone: 617-373-2470
FAX 617-373-8892
Israel: "Hatikva" and the Quality World

Nira Sharon

The author, an art therapist in Israel, is a 1999 graduate of the School Counseling program at the Northeastern University Branch in Israel.

ABSTRACT

The following is a report of an end-of-program experience for an Israeli student at Northeastern University.

PROLOGUE

During the summer of 1999, I was a graduate student completing my Master's degree in Applied Educational Psychology at Northeastern University in Boston. We were completing a 'Reality Therapy' course, given by Bob Renna, and our 'course requirement' had been assigned to us. This was an exercise in which we were asked to walk on a (felt Choice Theory) Chart, placed on the floor, while explaining a theme of a movie, book, TV show, play - with which we were familiar. (The aim was to achieve an integration between the theory's main concepts and components - 'Reality Therapy' and 'Choice Theory' - with a topic familiar to each one of us).

It had to be a no-longer-than-five-minute walk on the chart, while Bob asked some clarifying questions and added theoretical explanations.

I spent the following hours and days looking for an idea or a topic. As I usually do, I looked for something else, something different. I should mention that Bob succeeded in changing our perceived world concerning grades and teachers' evaluation. He established: "No mid-term or final exam, but rather self-evaluation of our quality work". Thus, unconcerned about my course grade, I was able to free my thoughts and take off, searching for something exceptional.

One evening, while I was watching TV, one program included the American Anthem. This always seemed to me to be a magnificent, glorious and patriotic one. I thought: "This is it! I am in America, let me be an American for a moment, take the American Anthem, and take this opportunity to learn and understand it, and then I shall walk through the Choice-Theory Chart, add some new knowledge to my Perceived World, and most important, indulge my American tutor!"

I obtained the American anthem through a friend and ... the Internet. I sat for hours reading it, talked and questioned American friends - from the course and others - about its interpretation, nature, timing, sources, and roots. And ... I could not 'connect' with it.

No doubt, I was Israeli rather than American.

Suddenly, I felt a kind of itch, like yearning for something.

Then I understood: I am not looking for the American Anthem, but for 'Hatikva'! The not so glorious and magnificent Anthem, but mine.

Again, within a few hours, I had - once more through the Internet and ... friends - a print with my Anthem's Hebrew and English words, music, history, creation and creator.

A day before the presentation in the classroom, when my course-mates in Boston spent time in museums, famous locations, shops and libraries, I was traveling - envisioning the idea donning skin and flesh - around shops selling stationary and painting materials, and loaded with papers, paints, plasticine and ribbons, all in blue and white (our national flag colors), I returned and locked myself in my room for several hours. It was clear to me that I would expand Bob's Chart with materials, colors and shapes (since this is how I - an art therapist - see contents: through materials, colors and shapes). In the evening, when the stores were closed, with the materials I purchased, we - me and 'Hatikva' - settled into my room in the dormitory. During these hours, I sank into nostalgia and memories. Since I was old enough at the time, I witnessed the declaration of the State of Israel (1948), as well as the War of Independence ( in the same year), and all the wars since then.

The composer of our Anthem - Naftali-Herzel Imber - who lived in the early 20th century, I did not have in my world of knowledge. However the history of the Israeli people, with which I have grown up and the stories of which I have lived, were definitely within my world of quality.

I read the material I received, through the Internet, fax and E-mail, from my friends in Israel. They, in my country, wondered what did I need 'Hatikva' for, in far-away Boston? And indeed I myself wondered, what caused me to choose my national Anthem, 'Hatikva'?

To become nostalgic, to dive into memories and pry into my 2000 years of old national history? To think about the establishment of the State and the cruel war of independence we had to fight as a consequence?

Then I realized: the reason I chose 'Hatikva' was Bob Renna - my American tutor, and the article he wrote in the International Journal of Reality Therapy (volume XVIII, No. 1, Fall 1998) on the subject of Israeli: conflict and the Quality World, which we were asked to read.

This article excited me very much: Sometimes I laughed, sometimes I was angry, and even cried. But I was mainly envious.

I was glad that Bob has undergone - with his Israeli-Jewish and Arab students - this process of expanding his Perceived World, on a subject which is so close to myself and from my Quality World: the Israeli-Arab conflict in our country.

I wanted, too!

What did I want too?

While processing the material for its presentation to the class, I felt how much I wanted to pass on to Bob what I felt that evening towards my 'Hatikva', my people, my country, and that maybe Bob would gain further information and broaden his Perceived World, so that he could view our situation from a Total Knowledge and Valuing Filters, and that he would, slowly, enter my-Quality World on the issue, in addition to what he wrote in his above article: The Israeli-Palestinian conflict.
I hoped he might understand that there are many facets to that specific contents I intended to pass to the class: That before the above conflict, Israel was a nation without a state and a country. And that the history of the Jewish people has been - before this conflict arose - full of deportations, intimidation, violence, occupation and the Holocaust.

Until the operation of those behavioral activities (systems): The declaration of the State of Israel, the War of Independence and ... deciding that ‘Hatikva’ will be our national Anthem.

However, what I wanted most of all - during that long and emotional evening I spent processing ‘Hatikva’ into a Choice Theory Chart was to make Bob (and other non-Israeli people who are willing to try and enter our Quality World) think and feel it.

The next day, in the classroom, I asked Bob to let me present my Chart immediately after the break.

During the break, I prepared the Chart on the floor (with one alteration, changing the places of two values: Freedom & belonging and Survival - the reason for which will become clear later), and above it a white board rolled into a long cylinder (which opened later into a white rectangular sheet, and then into the Israeli flag, parallel with the Chart). I also put on the floor a pack of cards on which the contents I intended to present on the Chart were written, and the dioscope, on which a single transparent sheet was laid, containing the Hebrew and English words of ‘Hatikva’, on the background of the music, and ... the Israeli flag. (By the way, when I received - by fax from Israel, through friends - this sheet: the view of the Israeli flag, with the music lines combined with the two lines of the flag, and the ‘Hatikva’ words between the lines, with the ‘Magen David’ in the middle - I was thrilled).

The break was over. My heartbeat was erratic, strong and quick. My excitement increased. Silence descended. The lights were out and the transparent sheet was illuminated. The following message was shown on the white wall: (See Figure Below).

**A ‘walk through’ on a ‘Choice Theory Chart’ with ‘Hatikva’**

I found several translations of ‘Hatikva’, the Israeli Anthem: I copied two of them on a card and gave it to Bob, so that he could join us in reading and understanding the words:

1. In the Jewish heart A Jewish spirit still sings, And the eyes look east Towards Zion.

2. Our hope is not lost, Our hope of two thousand years, To be a free nation in our land. In the land of Zion and Jerusalem.

Or:

1. So long as still in our breasts the Jewish heart beats true, So long as still towards the East to Zion, looks the Jew.

2. So long our hopes are not yet lost. Two thousand years we cherished them, To live in freedom in the land Of Zion and Jerusalem.

I asked in advance a good friend to assist me. While I was ‘walking’ on the Chart, presenting ‘Hatikva’, she set on the floor by the ‘white cylinder’ (which at the end became a flag), and accompanied by my words - according to pre-arranged timing - by opening the ‘cylinder’ and spreading out blue paper strips which were numbered and placed on it, so that at the end of my ‘walk’ on the Chart, presenting the subject of ‘Hatikva’, the ‘white cylinder’ became ‘the Israeli flag’, placed length-wise, parallel to the Chart. Concurrently, I ‘walked’ on the Chart, while presenting the subject, and put a colored card on which a certain content was written, fitting the place upon which I ‘walked’.

I began my chart-walk saying that: “‘Hatikva’ has been the Anthem of millions of Jews during their years of exile all over the world, a prayer for ‘SURVIVAL’ and for ‘FREEDOM’ and ‘BELONGING’.” While talking I moved to the ‘real world’ on the Chart, where I put two cards:

1. The history of the Jews 70 BC-1999 (‘during about 2000 years of exile’). And I stepped along the lower part of the Chart, from left to right (from ‘the real world’ to the value ‘Survival’)

"Hatikva"

**HATIKVA**
2. 12-15 million Jews live all over the world ('millions of Jews'). And I stepped along the upper part of the Chart, form left to right (from ‘the real world’ to the values ‘Freedom’ and ‘Belonging’). (That was the reason for moving these two ‘values’).

Simultaneously, my friend stretched the two blue strips of the flag: the upper and the lower, just as I walked them on the Chart.

Then I continued:

“HATIKVA is about ‘HOPE’. An ‘UNDYING HOPE’ of the Jewish people, all over the world” -- (and I put 3 cards with these three marked words on the ‘Quality World’ area of the Choice Theory Chart, while walking on it, and my friend put the first blue stripe (of the six Magen David stripes) on the white flag above the Chart.

I continued: “...Through the long years of ‘EXILE’, ‘DESTRUCTION’, ‘CONQUEST’ and ‘OCCUPATION’” (putting these four cards on the (painful) ‘Perceived World’) “they hoped that they would some day return to ‘INDEPENDENCE’ in their ‘HOMELAND’” (I put these two cards in the ‘Quality World’, while my friend put the second blue stripe of the Magen David on the white flag).

Then I went on:

‘When the Jews pray, their eyes, heart and prayers are directed toward ‘JERUSALEM’ and ‘ZION’”. I put these two cards in the ‘Quality World’ and my friend put the third blue stripe (of the Magen David) on the forming flag.

Then I continued: “...Jews have lived in ‘Palestine’, or ‘the Land of Israel’ over the centuries, but they were ‘NOT FREE’, always under the rule of others. They did not have ‘A HOME TO GO TO’, or ‘A HOME TO GATHER INTO’.

While speaking and walking on the Chart, I put these three cards in the ‘Value filter’ area, and continued: “Yet, they hoped for ‘FREEDOM’ and ‘A HOME TO RETURN TO’. I put these two cards in the ‘Quality world’ area, while my friend added the fourth blue stripe of the Magen David.

“Then came the ‘SHOA’ (the Holocaust), which brought the Jews to self-evaluation and new behavior, to an act.” I put this card (SHOA) on the ‘Evaluation Filter’, and repeated the Jews’ self-evaluation. “We are destroyed, exiled, conquered, we have no home to go to, and now came the Shoah”. I continued: “They got pure pain signals, which rendered their scale unbalanced, and drove them to three acts (the ‘Behavioral System, or: ‘Total Behavior’).

1. The ‘ISRAELI STATE DECLARATION’
2. The ‘WAR OF INDEPENDENCE’
3. Establishing ‘HATIKVA’ as the national Anthem.

I was walking on the Chart, putting the ‘SHOA’ card on the ‘Evaluation Filter’ toward the ‘Comparing Place or Scale’, and the three other cards on the ‘Behavioral System’ toward the ‘Total Behavior’. My faithful and loyal friend, still sitting on the floor, put the last two blue stripes of Magen David while I was saying ‘Israeli State Declaration’ and ‘War of Independence’.

The Israeli flag was complete.

As was my ‘Choice Theory Chart’.

Then I concluded with the words; “While singing ‘Hatikva’ together (always standing) we-the Jews-are making a promise that we shall never forget the undying Jewish 2000 years Hope for Jerusalem and Zion, for freedom and independence.”

EPILOGUE

This ‘talk-and-walk-chart’ took me no more than 5 minutes, but when I finished and sat down in my chair, nearly fainting - I could hear the complete silence which pervaded the classroom - my Jewish heart was beating as if I had participated in a 2000-km Marathon...
The John Dewey Academy: Motivating Students to Use, Rather than Abuse, their Superior Assets.

Ernest A. Collabolletta
David Gordon
Shoshana D. Kaufman

The first author is a school psychologist at Scarsdale High School. The second and third authors are graduates of the John Dewey Academy and were psychology interns there.

ABSTRACT

The performance of graduates of The John Dewey Academy, a college preparatory, therapeutic high school validates the works of Glasser and Deming. Prior to attending The John Dewey Academy, students engaged in extremely self-destructive, often life threatening and drug-related behavior which required a structured and safe educational-treatment residential environment to help them begin to use, rather than continue to abuse, their superior intellectual and creative talents.

A QUALITY SCHOOL

The John Dewey Academy is unique. Its mission is to persuade gifted, ADD/ADHD, alienated, oppositional, self-destructive adolescents who need a safe and structured residential setting to use, rather than continue to abuse, superior innate intellectual and artistic talents. This therapeutic college preparatory school offers a corrective emotional experience by expanding the curriculum from the teaching of reading, 'riting and 'rithmetic to eight Rs: responsibility, reality, respect, responsiveness, reasoning, renewal, relevance, and reverence. Glasser (1972) offered the best definition about the quintessence of the Quality School and choice theory two decades before writing about these specifically:

Students are not mentally ill but are making bad choices. Nevertheless, they can’t make better choices unless they are involved with those who can. In education, involvement may start with one person or it may start with a group of [adolescents]. Only in a school where teacher and student are involved with each other and... the curriculum through thinking and problem solving does education flourish... an education that prepares students to live successfully in the world. (p.19).

Bratter, Bratter, Fiske & Steiner (1991) asserted that in a Quality School, teachers need to have the courage to:

(1) be human and to invest in students who continually hurt and disappoint those who care for them.

(2) be innovative and creative to devise compelling strategies to compel students to want to learn.

(3) stand alone against the class and insist they perform to the best of their ability.

(4) continue to believe sincerely that anyone can improve performance rather than to permit continued mediocrity and failure.

(5) give, knowing that each individual is capable of achieving success and can become a worth while person. (p.15)

Glasser (1993) suggested six components of quality education:

(1) Students learn in a warm and supportive classroom environment.

(2) Students are encouraged to produce quality work.

(3) Students are assigned pragmatic and relevant assignments.

(4) Students evaluate their work.

(5) Students are empowered and want to learn and excel.

(6) Students produce positive, quality products. (pp.22-25)

GOALS OF THE JOHN DEWEY ACADEMY

The John Dewey Academy has two psycho-educational goals: First, The John Dewey Academy prepares students academically. Bratter & Greenfield (1985) suggested “the task is to promulgate a way of living that stimulates and inspires learning by encouraging and rewarding intellectual curiosity and excellence.” The most prominent aspect, thus, in the spectrum of the adolescent learner is the capacity for growth. When change ceases, stagnation and ignorance proliferate. Bratter, Bratter & Radda (1986) wrote that The John Dewey Academy contends that the cognitive, creative, and academic development of the student is enhanced when the student learns to: (1) become an active learner, (2) think conceptually, constructively, critically, creatively and how to communicate those beliefs logically and persuasively, (3) achieve written, verbal and computational proficiency, (4) problem solve, (5) appreciate intellectual, cultural, aesthetic achievement, (6) develop a positive concept of self and a proactive philosophy of life, (7) love and be loved, to help and be helped, to respect and be respected, (9) retain self respect by making reasonable, responsible and realistic decisions, and (10) contribute to the betterment of society. Bratter, Bratter & Radda (1989) write that the Academy’s mission is to inspire “the student to invest in self to achieve the greatness of which he or she is capable” (p. 59).

Second, The John Dewey Academy provides the psychological conditions to help the student to become responsible and positive by performing good acts which are gratifying. Moral education stresses individual integrity, respect for others and one’s self, and educational excellence. Dewey (1902) had identified three kinds of learning: intellectual, emotional, and moral. Bratter, Bratter & Bratter (1995) described the goal as helping the student (re)gain self respect which has three components:

First: The individual learns how to be assertive, not only to articulate but also to defend personal beliefs rather than
The caring community traces its treatment antecedents to the residential self-help therapeutic community which Bratter, Bratter & Radda (1986), Bratter, Collabolletta, et al (1985), and Bratter (1978) acknowledged. Sugarman (1974) described the dynamics of these ex-addict run residential treatment programs:

There are various arrangements for prevent (ing) deviance [which] are teaching the norms and rules to new members, attaching rewards to behavior. There is a system of rewards that serve both as symbols of prestige within the group and as concrete privileges that make life more comfortable. (pp. 51,53).

To achieve respect for self and others, utilizing self-help group psychotherapy principles, discussed by Bratter, Bratter, Radda & Steiner (1993) and Bratter & Raubolt (1977), a caring community is created which escalates expectations for achievement, decency, and cooperation. Explicit in the caring community, the concept of responsible concern is the quintessential value. Simply stated, the message is “Since I care, I promise to prevent you from harming yourself or others but also to help you to help yourself,” thus promoting the moral growth of the confronter and the individual who is the object of the confrontation. Members of this community intuitively know when confrontation is disingenuous, designed to hurt, to humiliate, and/or to manipulate. Students gain the courage of their convictions and the confidence to assert themselves when perceiving and abuse of power, deceit, and/or sadistic acts. While easier to implement in a residential setting, it can be done in a classroom when students agree to abide by the principles outside the school and hold one another accountable for acts and attitudes.

When altruism is achieved, it reinforces proactive values, i.e., to perform the good and right act for the good and right reasons, not for personal gain but motivated by a sincere concern for the welfare of others. When positive peer pressure prevails, it creates a quality environment, and the caring community can sustain itself with few interventions from the staff. Since peers are accountable to one another, few management problems arise and most can be resolved by the community. This model for self-government reduces the divisive “we-they” dichotomy between teachers and students while concurrently improving the quality of life for all. Students learn the values of self-respect by respecting the rights of others. Human decency can be difficult to implement because many suffer from a grandiose sense of entitlement so they ignore the legitimacy of the rights (and needs) of others. Alcoholics Anonymous has described this phenomenon to be “stinking thinking” when the symbolic lens of reality is covered with excrement so the person views the world in convoluted ways. The potent psychotherapeutic payoff is profound. When confronting another, the confronter internalizes proactive values while concurrently becoming a catalyst for change for others. Should the confronter regress to negative behavior, the adolescent who had been confronted, feeling moral outrage and betrayal, can reciprocate confronting and convincing the offender to recognize errors of personal ways and to become more responsible.

Glasser (1990a) is correct to assert “intelligent students who want high-quality education rebel against the coercion from the top down to do well. Coercion begets coercion.” (p.10) Bratter (1990) warned about the noxious impact of the abuse of power. Students help each other grow, and in so doing help themselves to become productive and proactive. Becoming catalysts, peers confront each other to take control of their lives by making constructive, creative, and conscious choices. Glasser (1998) teaches that persons “are much more in control of [their] lives than [they] realize” (p. 4).

Rather than being the primary treatment agent, the concerned clinician becomes a consultant-advisor helping student A to help student B to help him/herself, forming a triadic relationship which includes the helper, the helpee and the professional who supervises and consults. Therefore, treatment no longer remains the exclusive domain for academically trained mental health workers. Glasser (1960) recognized this reality when contending that “much healing takes place without the benefit of the therapist” (p. 42).

Triadic therapy extends the treatment concept of AA where the recovering alcoholic, using personal experiences, identifies with the person in distress by modeling responsible behavior and offering pragmatic, reality-based advice. Sugarman (1986) delineated the treatment payoffs for the helper and helpee:

The helper learns to: 1) help another person and hence to see that one can be important in the life of another person, 2) strengthen one’s own commitment to change, 3) feel pride in one’s progress so far. The helpee learns 1) someone can understand me, 2) someone cares enough to do so, 3) help is available for the asking, 4) in the TC certain kinds of help, pressure, and confrontation will be given whether we want them or not (p. 68).

Group psychotherapy becomes the preferred treatment modality, though opportunities for individual therapy also exist. Students participate in ten hours of group psychotherapy with credentialed mental health workers described by Bratter (1999b, 1989 & 1987). This is an existential, confrontation, learning-based, modification of Reality Therapy which Bratter (1972) has described.

Using a confrontation-teaching-interpretative-reasoning approach, the group demonstrates to the [adolescent] the irresponsible and self-defeating aspects of behavior. The individual becomes aware of the impact of behavior, begins to understand the consequences of acts and attempts to become more responsible to himself, others, and society. Emphasis is placed on the “eigenwelt” (the relation to one’s self)—i.e., immediate experience. The individual must acknowledge his perceptions of the conflict, the problem, his irresponsibility, etc. The individual, gaining the candid opinions and admonishments of his peers regarding the more destructive elements
of his behavior, considers a new orientation and behavior (p. 309).

This quasi-Reality Therapy quasi-confrontation psychotherapeutic orientation has two phases, i.e. the painful process of unlearning old patterns of behavior and the nurturing (re)learning phase. During the later phase, the adolescent begins to establish a positive personal identity and to discover a direction to achieve intermediate and long-term goals. Bratter (1977a) listed seven sequential guiding principles.

1. attacking the malignant and dysfunctional aspects of behavior.
2. penetrating the facade of justification of behavior.
3. forcing the adolescent to accept responsibility for his/her behavior.
4. helping the person evaluate behavior.
5. assisting the adolescent to be aware and to anticipate the future consequences [and payoffs] of present acts.
6. challenging the person to mobilize personal assets.
7. defining a direction to continue to grow (pp. 168-169).

The John Dewey Academy convinces colleges of quality to admit Dewey Academy graduates. The John Dewey Academy wants to be judged by the reputations of institutions of higher learning which admit its graduates and their performance at these colleges and universities. There have been 95 graduates to date. Only 12 have discontinued college, though a few may return. More than 33% have made the Dean’s List at Bates, Berkshire Community, Byrn Mawr, Carleton & Columbia Colleges (2), Bucknell University, College of the Holy Cross, Connecticut College, Georgetown University, Hobart & Mahattanville Colleges, Northwestern University, Oberlin College, RPI, Skidmore College, Universities of Chicago (4), Hartford (4), & Massachusetts (2), Tufts University, Trinity, Union (2), Wellesley & Williams (2) Colleges. The class of 1999 will attend Brown University, Clark, Columbia, & Cornell Universities (2) and Vassar College.

Comparing favorably to the most elitist and competitive prep schools in the country, this list is impressive since almost all students enter J.D.A. with massive educational deficits, noxious academic attitudes, and no discipline or desire to study. College placement and performance, therefore, is the most objective and compelling validation of The John Dewey Academy. Bratter (1999a & 1977b) has described an aggressive advocacy approach. Bryan and Woodward (1992) wrote:

Bratter, who does college advisement and placement, says “our students” performances before coming to The John Dewey Academy invite immediate rejection by committees of admission overwhelmed with qualified applicants. [In order to get preferential treatment]... I accompany the student for the on-campus interview, which I arrange with the Director of Dean of Admissions. I write many letters, sometimes to a trustee and/or the president of the college (p. 32).

A writer of college recommendations must convince the committee on admissions that as a result of prior painful experience, as Bratter & Parker (1994) note:

Having completed a positive and prolonged residential, therapeutic experience, some emerge from their nihilistic activities stronger, more stable, sensitive, and saner young adults who are committed to personal and academic growth. In so doing these (re)habilitated adolescents have (re) gained their self-respect which they value more than the...pursuit of pleasure because they make thinking decisions when they do not feel like it (p. 28).

Bratter, Parker, and Pierson (1995) concluded “since gifted, recovering students can contribute positively to the common good [by improving the quality of life on the campus and in the class-room], they deserve special consideration” (p. 28).

FROM THE VENTURA SCHOOL TO THE JOHN DEWEY ACADEMY

Early in his career, Glasser (1965) was a consultant to the Ventura School for Girls in California where the staff refused to accept “excuses for irresponsible acts. Students cannot avoid accountability by pleading emotionally upset, mistreated by mother, neglected by father, or discriminated against by society” (p. 70). One of the first to urge school reform, Glasser (1972) criticized education because “the school did not offer what students wanted...[which was] to be accepted and treated as human. [Predictably these students] rejected school, taunted the staff, and occasionally vented their frustration by vandalizing the school. Teaching became secondary to a constant but failing effort to keep control” (p. 2).

Glasser discovered that teachers and therapists exert a positive impact to create and educational environment where unconvinced students can find their own motivation to learn. Agreeing with Glasser, Bratter (1976) asserted that students need to discover the way for themselves.

At best, he can find in the experience and ideas of others those suggestions and instructions, but the ultimate decision remains that of the individual by which he can govern his existence...[which] stimulates the individual to think...rather than to accept dogma and philosophical views of any other, no matter how important those views may be.

The teacher-philosopher-human relations specialist must be the overseer of the student’s intellectual and emotional growth and development, which has as its end result a working philosophy of life (p. 432).

When asked by Glasser (1990b) the reason why he started The John Dewey Academy, Bratter replied:

Traditional residential treatment programs for alienated adolescents often created more problems than they solved. I believe in-patient institutions deprive adolescents of their dignity, passion, spontaneity and creativity. Often when adolescents become angry, loud, and/or disruptive they are medicated...[which] becomes the magical elixir that will restore adolescent patients to “normalcy”, a condition against which they rebel (p. 582).

PSYCHO-EDUCATIONAL CHARACTERISTICS OF JOHN DEWEY ACADEMY STUDENTS

Standardized tests and school performance rarely confirm the academic potential for gifted, alienated, and angry adolescents because seeing no payoff, they may be distracted,
tired, and/or intoxicated. The scores for students in the J.D.A on the verbal SAT range from 800-240; math 800-260. The average for verbal is 530 and math 510. Combined SAT scores range from 1580 to 840.

While keeping no statistics, the average I.Q. of J.D.A. students is 130. Winner (1996) estimates two or three in 100 have Full Scale I.Q. scores of 130. Using conservative estimates, Janos & Robinson (1985) suggested the extremely gifted have a rate of emotional problems no less than twice as high as that of average or moderately gifted children. These troubled, tortured, and sometimes troublesome teens are at risk because they ruminate about existential concerns. Gifted students learn when they receive answers regarding their existential concerns: “Who am I?”, “How do I justify my existence to myself?”, “Where am I going?”, “How?”, “Why?”, “What do I believe?”, “How should I live?”, “If there is a God, why do the good die young?”, “Why is there suffering?” “Why is there war?”, “Will the earth survive?”

The gifted often have school adjustment problems because their intellectual, affective, and personal needs are not fulfilled. Until they fulfill the five basic needs (survival, love/belonging, power/recognition, freedom, and fun, (Glasser, 1993) they remain disruptive, oppositional, and/or develop dysfunctional school behaviors. Csikszentmihalyi, Rathunde, and Whalen (1993) mentioned that the gifted spend much time alone, though research shows they would prefer to socialize more, so they feel different, and different is bad, or so it seems to them. Prior to attending John Dewey, these adolescents have abused rather than used, their intellectual and creative abilities. All enter with a failure identity imprisoning themselves in a “lose-lose” labyrinth. Wood (1986) wrote:

They do not like themselves and feel angry and impotent at their failure to enjoy life. They resort to subtler cunning schemes to hide their felt worthlessness. Or encouraged by psychoanalytic-type philosophies, they blame their families, friends, circumstances [for failures]. These individuals are characterized by the “if only” syndrome (“if only things had been different” ... “if only my parents had not divorced” ... “if only I had been born more intelligent, with more money, taller, more attractive,” etc.) They shrink from challenges that they feel may put at risk their fragile self-respect. But in attempting to insure against failure by erecting obstacles to success, they make failure more likely and paradoxically the effect is to reduce self-respect by blaming others, about whatever happens, the guilt mechanism is not deceived and is never effectively suppressed, causing constant psychological pain (pp. 15-16).

To neutralize painful feelings of anomie, loneliness, rejection, and failure most Academy students have self-medicated with alcohol and/or drugs to seek temporary relief. This chart lists presenting problems prior to attending school which often are viewed to be symptoms contributing to the failure identity. Driscoll (1989) described self-condemnation to include “self-criticism, self-contempt, self-doubt, self-punishment [accompanied by] feelings of failure, inadequacy, worthlessness, embarrassment, guilt” (p. 104).

<table>
<thead>
<tr>
<th><strong>pre-JDA behavior</strong></th>
<th><strong>post JDA behavior</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>negative concept of self</td>
<td>positive self concept</td>
</tr>
<tr>
<td>substance abuse/alcoholic &amp; nicotine addiction</td>
<td>abstinence</td>
</tr>
<tr>
<td>suicidal behavior</td>
<td>actualizing acts</td>
</tr>
<tr>
<td>negative attitude</td>
<td>positive attitude</td>
</tr>
<tr>
<td>school problems/truancy</td>
<td>academic achievement</td>
</tr>
<tr>
<td>irresponsible behavior</td>
<td>responsible behavior</td>
</tr>
<tr>
<td>acting-out</td>
<td>taking control</td>
</tr>
<tr>
<td>anti-adult attitudes</td>
<td>accepting authority</td>
</tr>
<tr>
<td>demoralized/pessimistic</td>
<td>confident/optimistic</td>
</tr>
<tr>
<td>impulsive</td>
<td>formulate realistic &amp; long-range goals--</td>
</tr>
<tr>
<td>self-mutilation</td>
<td>discipline &amp; determination</td>
</tr>
<tr>
<td>eating disorders</td>
<td>delay gratification</td>
</tr>
<tr>
<td>disrespect</td>
<td>self care</td>
</tr>
<tr>
<td>isolation/promiscuity</td>
<td>healthy dieting</td>
</tr>
<tr>
<td>manipulative, deceitful</td>
<td>respect for self, others</td>
</tr>
<tr>
<td>desperate/dysfunctional</td>
<td>their property &amp; rights</td>
</tr>
<tr>
<td>enmeshed &amp; co-dependency</td>
<td>form mutually, reciprocal,</td>
</tr>
<tr>
<td>helpless/hopeless</td>
<td>intimate, positive interpersonal relationships</td>
</tr>
<tr>
<td>dependent</td>
<td>honesty</td>
</tr>
<tr>
<td>under socialized</td>
<td>healthy</td>
</tr>
<tr>
<td>friendships</td>
<td>individualization &amp; separation</td>
</tr>
<tr>
<td>narcissism/entitlement</td>
<td>empowerment</td>
</tr>
<tr>
<td>fright/fight/flight</td>
<td>independence &amp; autonomy</td>
</tr>
<tr>
<td>failure</td>
<td>social sophistication, form mutually, reciprocal</td>
</tr>
<tr>
<td></td>
<td>internalize moral values, perform good an decent acts</td>
</tr>
<tr>
<td></td>
<td>success</td>
</tr>
</tbody>
</table>
Adams (1993) asserted often “depression is misdiagnosed when in reality, the underlying problem is that of anger and resentment” (p. 15). Frequently disenfranchised and disruptive adolescents compensate for painful feelings of worthlessness with a voracious sense of entitlement feeling their psycho-emotional-spiritual needs are ignored. Beneath the patina of demoralization and depression, there seethes intense anger which when redirected into positive acts produces immediate and dramatic improvement. Adolescents become consumed by rage when entitlement needs are not satisfied. Defending themselves by projecting an aura of hostility which insulates them from intimacy and hence from being hurt, they adopt angry and aggressive facades to keep others at a safe distance. Whether victim or perpetrator becomes irrelevant because the pain of rejection is demoralizing and debilitating. Bruised, betrayed, battered, and bloodied often by their acts, students arrive hemorrhaging emotionally, but conceal their wounds fearing those who possess the power will inflict more suffering. They project facades of grandiosity and hostility to camouflage fears of vulnerability, and in-adequacy.

THE MYTH OF ADD/ADHD

Not being stimulated, most students had been diagnosed to be ADD/ADHD prior to attending The John Dewey Academy. The diagnosis of ADD/ADHD holds no one accountable. Students are excused for impulsive, immature, irresponsible, and irritating behavior. Teachers, who are forced to teach from a sterile and obsolete curriculum or those who are bored and “burned out,” escape blame. Parents are excused for not helping children learn self-control and a desire to learn. The ADD/ADHD label supports the conspiracy by neuro-psychiatrists who contend a thought disorder (often a negative attitude) can be treated medically and in so doing relieve the adolescent from taking control to make constructive choices. Clinicians do not take the time nor have been trained how to ask realistic questions such as: “Does distraction occur because there is insufficient intellectual stimulation?” “Are there realistic explanations for behavior patterns?” “Do multiple tasks challenge or frustrate?” The only valid test for ADD/ADHD is whether the student can concentrate for more than 30 minutes without being distracted in any activity. The adolescent can either concentrate or cannot! It is not unusual to discover that a particular student can listen to music, watch a movie, work on a computer, converse with friend and family members for prolonged periods of time which, if known, would disprove the ADD/ADHD diagnosis. How do those claiming ADD/ADHD to be a metabolic disorder explain how so many “mature” and do not need medication after leaving the oppressive-repressive environment of the school?

Positive peer pressure and expectations help students begin to use, rather than continue to abuse, superior intellectual abilities. The impact of the potent, positive self-fulfilling prophecy had received little attention in psychotherapy and education. At The John Dewey Academy, the student learns not only to cope but also to reverse poor academic performance without medication. No management problems erupt in the classroom. Students study more than three hours daily without disrupting or depriving anyone of their right to concentrate.

Before admission, 25% had been hospitalized for at least 2 months, 75% have been treated by psychiatrists, and 50% arrive addicted to potent psychotropic medication. Students come with a myriad of diagnoses on Axis I. Due to multiple diagnoses supplied by referring in-patient programs, psychiatrists, and psychologists, the percentage of diagnoses exceeds 100%. Sadly, a female who had been hospitalized 13 times, for example, had 10 different diagnoses in her medical record.

<table>
<thead>
<tr>
<th>Diagnosis</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attention Deficit Hyperactivity Disorder</td>
<td>54%</td>
</tr>
<tr>
<td>Conduct Disorder</td>
<td>12%</td>
</tr>
<tr>
<td>Aggressive</td>
<td></td>
</tr>
<tr>
<td>Non-aggressive</td>
<td>12%</td>
</tr>
<tr>
<td>Opposition Defiant</td>
<td>30%</td>
</tr>
<tr>
<td>Anxiety Disorder</td>
<td>6%</td>
</tr>
<tr>
<td>Eating Disorder</td>
<td>6%</td>
</tr>
<tr>
<td>Substance Use Disorder</td>
<td></td>
</tr>
<tr>
<td>Alcohol</td>
<td>18%</td>
</tr>
<tr>
<td>Cannabis</td>
<td>18%</td>
</tr>
<tr>
<td>Cocaine</td>
<td>18%</td>
</tr>
<tr>
<td>Heroin</td>
<td>12%</td>
</tr>
<tr>
<td>Affective Disorder</td>
<td></td>
</tr>
<tr>
<td>Depression</td>
<td>18%</td>
</tr>
<tr>
<td>Bipolar</td>
<td>30%</td>
</tr>
<tr>
<td>Suicidal</td>
<td>18%</td>
</tr>
<tr>
<td>Borderline Personality Disorder</td>
<td>24%</td>
</tr>
<tr>
<td>Sociopathic</td>
<td>12%</td>
</tr>
<tr>
<td>Undifferentiated</td>
<td>24%</td>
</tr>
</tbody>
</table>

Wexler’s (1991) observation can be applied to John Dewey Academy students who “are neither hard-core sociopaths nor criminal types...[and] do not suffer from severe psychological problems or organic dysfunctions” (p. 8).

Initially students, especially those who were institutionalized, experience cognitive dissonance because personal choice is stressed, thus negating the anti-therapeutic concepts of predestination, mental illness, and pre/subconscious etiology. Glasser (1969) contended:

Students are not mentally ill but are making bad choices. A failing [adolescent] will continue to fail if teachers who work with him remind him of his failure. Failure breeds failure; to break the cycle of failure, we must work in the present and realize that a person who has failed all of his life can succeed if he can become involved with a responsible person (pp. 19-20).

Students find the experience empowering so much so that they choose to make a radical shift from their passive and dependent patterns. Consequently, Bratter (1983) condemned the rigid institutionalized atmosphere of the four “C’s” of care, custody, conformity, and control. Four different “C’s”, change, communication, cooperation, and care are stressed.

Given that attending and staying at The John Dewey Academy is voluntary, 75% leave because their families permit them to return home when they ask to do so. Statistics indicate most premature departures occur during the first four months.

Month I: 25% of all students, or 35% of all withdrawals occur.

Month II: 36% of all students, or 50% of all withdrawals occur.
Month III: 44% of all students, or 62% of all withdrawals, occur.

Month IV: 56% of all students, or 79% of all withdrawals occur.

1st year: 67% of all students, or 94% of all withdrawals occur.

About 25% graduate in eighteen months, 60% graduate in less than two years, and 15% take longer because they entered as sophomores. The two crucial statistics are all (100%) graduates attend college and 80% complete their higher education.

REJECTION OF MEDICATION

Alienated, angry, gifted, self-destructive adolescents are unconvincing, not unmotivated, and/or unable. These students respond to compassionate confrontation by persons who demonstrate they care by having high expectations for improvement, demanding the best, accepting no excuses for mediocrity and/or failure, and never quitting.

No potent psychotropic medication is prescribed. The Academy minimizes claims by psychopharmacologists and neuro-psychiatrists that intrapsychic problems are caused by metabolic disorders, genetic imbalances, and cellular deficiencies. The presenting problem for students who attend The John Dewey Academy are negative attitudes, not personality and affective disorders; medicinal approaches are ineffective. Feelings of pain, shame, fear, and loneliness which overwhelm adolescents attending the school come from conscious, dysfunctional, dishonest, destructive decisions, not by biological aberrations. The bio-mythology of depression which claims persons are organically defective, negates the impact of indulgent, destructive decision-making, and bad choices.

ADMISSIONS CRITERIA

Unlike other college preparatory schools which require psycho-educational records, test scores, recommendations, and transcripts before determining eligibility, this Academy admits on the basis of an interview often lasting longer than four hours conducted by clinical staff and several students. The intake interview provides the opportunity to assess potential, attitude, readiness to learn, as well as the overall potential to benefit from the Academy’s approach to education. Bratter, Bratter, Bratter, Maxym & Steiner (1998) listed seven objectives of the intake interview to: (1) evaluate intellectual potential, (2) confirm a commitment to change, grow, and improve, (3) determine if the candidate will accept responsibility for dysfunctional behavior and anti-social attitudes, (4) agree to abstain from using psychoactive substances including alcohol and nicotine, to refrain from threatening violence and seductive behavior, to be honest, not to cheat or steal, (5) respect the rights, property, and personalities of others while agreeing to do one’s share to make the community a better place in which to live, (6) contribute to the common good by having the social maturity to live cooperatively, and (7) agree to remain.

Another objective of the intake interview is to extend a non-negotiable requirement that the prospective student reject a negative self-image and irresponsible acts in order to demonstrate a readiness to learn and change. Each interview is unique, often entertaining. Academy students recount their own personal experiences which help the applicant identify with them. No attempt is made to standardize this clinical assessment. The intent is to notify the applicant about the stressful demands by engaging him/her experientially in authentic contact, so the student can make an informed and realistic decision. Little attempt is made to persuade the applicant to enter. The most important criteria are current attitude and willingness to (1) accept responsibility for behavior, not blame family, friends, and society for their dilemma, (2) take control of one’s behavior, (3) reject past immature, impulsive, illicit acts, (4) make a commitment to change and improve by formulating realistic intermediate to long-term educational and personal goals, and (5) dare to begin to dream that constructive and creative change is possible when working diligently within the vibrant community life.

CONCLUSION

Still in its adolescent stage of development, the performances of John Dewey Academy graduates have transformed Bratter’s dream and Bandura’s (1967) idealistic vision into a reality that confirms Glasser’s educational and therapeutic theories. Bandura wrote, “The day may not be far off when psychological disorders will be treated not in hospitals or mental hygiene clinics but in comprehensive ‘learning centers’ when clients will be considered not patients suffering from hidden psychic pathologies but responsible people who participate actively in developing their own potentialities” (p. 86).

Bratter (1988) attacked traditional education when the teacher lectures and in so doing reduces students to passive note takers:

While most will find Skinner’s (1984) solution too cynical or radical, nevertheless the psychologist makes a valid point when he urges the introduction of teaching machines which can educate. If teachers...fail to teach, why not replace them by machines, which is a lesson already discovered by industry...The assembly line worker was identified as a casualty and became expendable. Technology produces the robot which replaced the worker...Perhaps, the classroom of the 21st century will have teaching machines “lecturing” and “instructing” students. The benefits make bureaucrats drool. Teaching machines can grade standardized tests objectively...[will] replicate perfectly the curriculum so all will have “equal opportunity to learn” (p. 39).

Dewey protested against the sterile curriculum void of interest, value and passion. Dewey protested against knowledge and scientific discovery without seeking to show their relevance and relatedness to important personal, social and technological developments. Schools need to become more responsive to the psycho-social needs of the student rather than just addressing cognitive needs which enhances education. The classroom needs to become a center of active learning for the student who learns how to gather relevant facts, analyze the data, make a reasonable decision, and to form a conclusion based on a combination of logic and intuition. Education needs to comprehend the attitudes, beliefs, values, expectations, and knowledge which not only will promote continued self-education and exploration but
also will prepare the student for life-long learning. Education provides the data to help the individual make informed choices. The learning environment needs to include the cognitive, the psychological and the emotional development of students while concurrently helping to define, not dictate, the synergetic relationship with society. The optimal objective of moral education is to provide the conditions whereby teachers can nurture the innate endowments of students. Students learn how to apply realistic and rational reflection before making decisions which pertain to the meaning of life or result in its improvement. Students learn how to find the connections between the value neutral functioning of intelligence and the moral and ethical obligations of conduct.

When students accept uncritically as right or wrong, what they feel most passionately about what they spend time and effort to secure, these become the values that influence their individualistic views of life which transcends traditional education. The goal of the John Dewey Academy is to expand the curriculum to teach students how to problem solve, how to reason, how to become competent thinkers, how to relate and respond as caring human beings. The task of education is not to provide students with an abundance of information because the possession of knowledge must not be viewed as an end in itself.

The experience and results that The John Dewey Academy has achieved confirm that teachers can and do make the difference. When teachers respect students and encourage them to become active learners responsible for educating themselves, they can succeed at those educational tasks they consider important and relevant. Bratter warned (1997) “If therapists fail to provide therapy and teachers fail to teach, why not replace them with machines?” (p. 109) If teachers cling to the obsolete role of lecturer, rightfully so, they can be replaced by computers and teaching machines which will standardize education but ignore the psycho-spiritual-emotional needs of students. The choice is ours: Risk obsolescence or become human and relevant.

References


The Remaking of Character: Self evaluation through the procedures that lead to change

Pamela Fox
Michael Bishop

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ABSTRACT

This three part article presents the outcome of two years work done by Pamela Fox, and her client, Michael Bishop, a combat Veteran of the Dominican Republic and Viet Nam, diagnosed with total disability due to Post Traumatic Stress Disorder (PTSD).

The first section of the article is a review of Jonathan Shay’s work, Achilles in Viet Nam: Combat Trauma and the Undoing of Character. Fox and Bishop read and discussed the book which helped Bishop shift his perception of current behaviors.

The second section of the article is taken from their sessions based in Reality Therapy during which Bishop would sometimes use material from a manuscript that he is writing. Through the voice of his protagonist, Eric Obermann, he answers the question, “Is it working?” Due to the importance of the “communication of the event,” Michael allowed himself, through writing, to share his traumatic experiences for the first time.

The third section introduces a writing activity that helped Michael move from the want to the need. Through this exercise, Michael reevaluated his current behavior, and made some changes.

What we call the beginning is often the end And to make an end is to make a beginning The end is where we start from.

-----T.S. Eliot
Four Quartets

What is the purpose or meaning of life? To get your story straight.

-----Rebecca Hill
All the Big Questions

INTRODUCTION

Three quarters of a million heavy combat veterans from Viet Nam are alive today; one quarter of a million still suffer from post traumatic stress disorder. Anyone interested in these individuals or other trauma survivors will find Jonathan Shay’s book, Achilles in Viet Nam, Combat Trauma and the Undoing of Character, compassionate, insightful and informative.

For readers unfamiliar with PTSD, Dr. Shay names eight behaviors that typify the disorder:

- Persistence of the traumatic moment through untrustworthiness of perception and overwhelming emotion through memory.
- Persistent mobilization for danger.
- Persistence of survival skills.
- Persistence of betrayal of “What’s Right”.
- Persistence of isolation.
- Persistence of suicidality.
- Persistence of meaninglessness.
- Destruction of the capacity for democratic participation.

We found that Michael identifies with all of the symptoms, with the exception of the persistence for suicidality. What Michael believes is at the heart of his PTSD is the persistence of the betrayal of “What’s Right.”

PART I: BOOK REVIEW

Counselors and therapists, family and friends, anyone who lives or works with trauma survivors will find this book a profound study in Control Theory. Shay, who has worked with Viet Nam veterans suffering from post traumatic stress disorder, articulates the similarities of their stories to Homer’s rendering of Achilles’ undoing in the Iliad.

Reading Shay doesn’t require classical scholarship: Homer, according to Shay, stresses two outcomes of heavy continuous combat: a sense of “betrayal of what’s right” by a commander, and the onset of the berserk state. Shay maintains that these outcomes run parallel for many Viet Nam veterans.

The control theory model provides a framework for these two outcomes and a therapy that allows survivors to self-restitute and define new pictures for a different life.

The perception of what is happening in war compared to the internal reference of “what’s right” creates a chronic and continuous error signal. Viet Nam vets report a sense of betrayal by the absence of commanding officers during battle, search and destroy missions on civilian populations, chronic shortages and breakdown of equipment, disregard for the dead and dying, disdain and rejection by segments of the American civilian population. The commonly shared expectations and values of an army “that most participants regard as legitimate, natural, and personally binding” generates its power. Violation of those expectations and values is perceived as betrayal. Experiencing deep betrayal of “what’s right,” betrayal of both personal and shared internal references, the individual suffers trauma and “indignant rage”. Error signal. Error signal. Error signal.

The berserker generates a complete reorganization of total behavior, total behavior gone out of control. Operating with collapsing internal references, a world where nothing “is right”, “a soldier is often in the grip of a special state of mind, body, and social disconnection.” The berserker, hyper-alert, flooded with adrenaline, knows no restraints, physical, social, moral. He acts on his environment without the reference perceptions that have previously guided his behavior. He develops new internal references in a highly charged physiological state focused on survival, his own and that of his immediate comrades.
Acting on the environment with “indignant rage” the survivor develops new perceptions, at every level, new references, new behaviors in physiology, feeling (or non feeling) thinking and doing. Shay summarizes this downward spiral of the behavior loop as the undoing of character.

Shay questions recovery from trauma, specifically combat trauma. He qualifies his three part response:

1. Return to “normal” not possible.
2. We don’t know if recovery is possible.
3. Yes, (with a Control Theory underpinning): The best treatment restores control to the survivors and encourages communication of the trauma. Healing is done by survivors, not to survivors. The essential first step that a veteran needs to take is to establish his own safety, sobriety and self-care.

PART II: THE REMAKING OF CHARACTER: SELF EVALUATION THROUGH THE PROCEDURES THAT LEAD TO CHANGE.

INTRODUCTION

“There is growing consensus among people who treat PTSD that any trauma, be it loss of family in a natural disaster, rape, exposure to dead or mutilated in an industrial catastrophe, or combat itself, will have longer-lasting and more serious consequences if there has not been opportunity to talk about the traumatic event, to express to other people emotions about the traumatic event, and those involved in it, or to experience the presence of socially connected others who will not let one go through it alone.”

Achilles in Viet Nam
Jonathan Shay

Our title, “The Remaking of Character,” indicates the over all direction that one veteran of the Viet Nam war has chosen in his dealing with chronic and severe PTSD. Although Michael had completed other programs designed for combat veterans, he remained unsatisfied with his sense of accomplishment and sought further therapy. In his initial interview with me, he identified two things that he wanted to pursue with his life: he wanted to write a book about PTSD...about living with it now thirty years after the initial trauma; and he wanted to concentrate better in order to write more productively. Michael’s concise answer to the question, “what do you want?” was clear. After weeks of “not much happening” in the “what are you doing department”, we revisited the initial question, “what do you want?” while emphasizing that what ever he was doing was purposeful, and was his current attempt to meet his basic needs. Michael discovered that writing was an effective way of making social connection as he processed his own trauma.

Pam: “Who is the person you want to be?”

Michael (From Book)

A healthy, slim, vital me; consciously created. A contribution to myself, my family, my community. A vigorous me. Engaged. Creative, intellectual and romantic.

Excited! I visualize a new me.

I’m Eric Obermann, that’s what I’m about. A re-invented me, will sail effortlessly through middle age. A fifteen year stretch, no problem; fifty to sixty five. At sixty-five I re-invent myself once again, or I don’t. I at any rate reserve the option.

I love to wile away my time day dreaming about the re-invented me.

I smoke a cigarette.

“When I’m re-invented will I still smoke?”

Pam: “I don’t know Michael, if when you are re-invented you will still smoke.” “Who is this re-invented person?”

Michael (From Book)

I hear a strong, command voice, echo through my mind. The voice belongs to my old First Sergeant; now, First Sergeant of the “The Royal Committee”: in my head.

“Implementation’s the BITCH!” First Sergeant Odom bellows; his voice echoes forth, as it rises from deep within the confines of my mind’s committee room.

My father, William John Obermann III, sits on my committee, too. Dad’s the Chairman.

To invalidate my life, that’s my committee’s first concern. The voices in my head instruct, criticize and invalidate every friggin waking moment. I keep my committee down to ten members. However, everyone of you sons of bitches gets jammed in there from time to time.

To re-invent myself. The way that our, that is to say America’s “Founding Fathers,” envisioned politicians. Men who after having led productive and meaningful lives, would then re-invent themselves, transform themselves into public servants. Youth’s rashness and arrogance not dulled, but tempered. Humiliation learned. These public servants, secure in themselves, would be, at middle age, free to serve.

Not too pretty bad, eh?

I have another cigarette. Wish I had some pot.

“When I’m re-invented will I still smoke some pot?”

Pam: Is the issue of concentrating better and writing the book linked to smoking or not smoking pot?

Michael: The simple answer is yes.

Pam: What is the importance of writing this book?

Michael (From Book)

When born we are a blank slate, a cosmic white board. Clean, bright. White boards that showed up before us hold the markers. Other people write on our blank slate. My Mother, once a blank slate herself, came before me. She found a marker. My Mother made the first mark on my white board. ‘Eric’, Mom wrote out in her never varying, firm but graceful, long hand. My Mother got the name Eric from my Father. Dad told her it was the name of his best friend. My father’s best WWII friend, killed in Holland. Dad and Eric the First in a foxhole together. Eric fires a machine gun. Eric the First plays a common tattoo, as he fires the machine gun. Eric the First fires the machine gun to the beat of “shave and a hair cut-two bits, I got a gal with-two tits”. Some smart assed German rifleman figures out the rhythm of fire, and between “I got a
Like so many, Eric the First learned the rhythm method's pitfalls. This incident, however, became the key stone in my Dad's stressor dossier. Dad had his own case of very severe and very untreated PTSD. Me and Dad had a lot in common.

'To re-invent one's self.' What does that mean?

'Who am I if not the stuff written on me? What does it mean to wipe my own white board clean?'

Pam: I want to come back to your own "clean white board", but, tell me again who is it you want to become?

Michael (From Book)

Twenty years ago, the first time I heard about the distinction to "re-invent ones self", I did just that. I put Eric the Second to bed, so to speak, and ushered in the era of Eric the Third. I didn't know then that I would put Eric the Third to bed in his own turn. Just as when I was born I never dreamed that Eric the Second would become as dead as Eric the First on that cold morning in Holland.

My Dad got a bullet in the bullet in the chest that morning. The bullet hit very close to my Dad's heart. As Eric the Second, I would trace my little finger over the scar on my Dad's back where the Doctors extracted that German bullet. On my Dad's chest was a little pucker where the bullet had entered. At the time nothing at all was considered about extracting the memory of Eric the First from my Dad's Being, too bad too, cause in the end, that was the wound that killed dear old Dad. During Dad's time people didn't generally re-invent themselves. So what they got, they had, for the duration. Damned proud of it too.

"I am what I am". People would parrot Popeye, a favorite cartoon character, with a twinkle in their eyes and a twist of their mouths.

When asked, "What did your Dad die from?" I always say, "Acute resignation." The old Army doctors, who in their youths, were some of those same, very young doctors in Holland, said my Dad died from heart failure.

Dad retired from the Army; he went into the TV room, sat there for ten years, and died.

Sometimes, Dad Would sit on the back porch where my Mom, who jumped onto the quit smoking, anti-tobacco frenzy of the time, made him smoke. My Dad's domain, a couple of lawn chairs, and empty coffee can for butts. When I would drop by, five will get you ten, that Dad would be back there, in his lawn chair, smoking, I would sit in the other lawn chair and smoke one, too. Sometimes a sister or two, who also enjoy a good smoke, would be there. Then I would sit on the porch step and light up.

We liked each other.

Mom would be in the house alone, she didn't smoke.

Pam: You have indicated that you do not want to repeat your father's resignation. Do you know anyone living with PTSD who has not acutely resigned and who does not smoke pot?

Michael (From Book)

Hooker served in Viet Nam. A paratrooper. A different year, a different unit than myself; same brotherhood, none the less. My Dad and Eric the First are paratroopers, too, that cold morning in Holland, long ago. The Brotherhood's character members.

The Airborne's most common phrase, Hook-Up, the command given when it's time to hook ones static line to the cable. The cable, attached to the plane's ceiling, runs from the plane's front to back. The static line pulls, as one exits the plane, and opens the parachute when the jumper reaches the tethers end.

I call Hooker any number of nicknames. I say Hook, or Hook-up, or Captain Hook or Hook or by Crook. Plus the derivations on his real name...Hooker. Hooker the Whore, for example. Hook will say something especially deep and I say "Book the Hook!" We love our walks in the woods.

Hook tells me "Love lives in my heart."

Hook I say, "If I cut your heart open would I find love in there. NO!" For impact I am pensive. "I will find blood and muscle. That's about it". A dialogue designed to drive Hooker nuts.

I take advantage, "Hook Up!, shit; more like Fuck Up".

A big good looking guy from Ohio; across the Ohio River from Kentucky. Makes his manner more Appalachian than mid-westerner. More coal miner than farmer. Hook ascends from the people who produced Sgt. Alvin York of WWI fame. First rate fighters those Appalachian boys, after their wars, they self medicate with moon shine.

Hooker re-invented himself four or five years ago. Hooker turned it over to God.

"I'm a wretch." Hooker explains.

"Always have been a wretch, always be a wretch." Hooker gets into it. "I leave it up to the lord. The Lord is my shepherd, I shall not want."

Hooker claims not to know diddlely squat about diddlely squat. Sounds to me like he knows diddlely squat about the Lord, he left his life up to him.

Pam: Do you want to "leave your life up to the lord?"

Michael (From Book)

Does re-invention require that one will know what one will be at the end of the re-invention?

I have no idea.

I sit and wait for my new identity to strike, perhaps like a thunder bolt. My new identity doesn't strike. Will it ever? I feel like I'm, Eric the Second. I need someone to tell me what to do. I can't remember Eric the Third, and Eric the New tries to be born. A hard pregnancy this morning.

Hopelessness and despondency lay over me, like toxic gas lays over the trenches in WWI.
The idea, I should make a difference gnaws at me. If the difference I make were cotton, there wouldn’t be enough to make a kotex for a flea.

I tell myself, ‘It’s OK, God has a plan’. I look out the window, the sun shines. I see streams of light hit the floor.

“WWI, the war to end all wars, my grandfather’s war.”

William John Obermann II, Granddad, got PTSD in France. Back in the Big, Big one.

In France, in WWI, the whistle blows, everyone leaves the relative safety of their trenches and charges across no mans land toward the German trenches. Granddad goes over the top one too many times, I’m afraid. Once proves too many. On line the boys advance. Granddad and his friends run across open fields. Fields littered with the debris of war, broken trees, human wreckage. They run pell mell into horrific carnage, they shout and whoop like a bunch of screaming meemies. The German machine guns open fire. Rat-a-tat-tat, rat-a-tat-tat. The German machine guns rake those long lines of screaming meemies. They mow them down, like so much wheat before the scythe. From a rise of ground above the field of battle, above the noise and smell and fear and death, the Generals watch this ballet of death with impunity. Day by day month by month year by year, the young die and the old men watch.

My Dad, William J. Oberman III, took me to see “All Quiet on the Western Front”. A movie about WWI. I am ten. As we drive home my Dad tells me that my Grand Father had gone over the top twelve times. To ‘go over the top’ means, one’s left one’s own trench to become a screaming meemie, to charge across no-man’s land towards the German trenches. Granddad thanked the Lord he never ‘Went over the top’ again.

To use a cliche from my Dad’s war, thirteen would have been “A Bridge Too Far.”

Pam: Let’s talk about the idea of the “clean slate.” When you reinvent yourself what beliefs will you hold as core to a quality life?

Michael: I think it’s all “Bull Shit.”

Pam: Is there anything of importance where you make a difference or want to make a difference?

Michael: Language. Hidegger says language is the house of being.

Pam: How do you use language with Hooker to make a difference?

Michael (From Book)

Hooker’s favorite place on the Eno River he calls the Cathedral. It looks like a Cathedral. Huge sycamore trees lean from each side of the river and meet together forming a gable roof some fifty feet high over its’ floor, the river being the floor. There are at least ten trees on each side giving the effect of a roofed over Cathedral some fifty to seventy five yards long. Hooker’s Cathedral has become my Cathedral. Hooker and I pray there.

About a year ago we take a walk, Hooker and I. We stop for a rest, admire the Cathedral and talk. Spring’s doing its thing. Huge sycamores that comprise the Cathedral’s rafters are full. More definition for the Cathedral than in the winter months, when everything is bare. The Dog Wood’s white and pink blossoms are like puffs of clouds, placed strategically between the sycamores. Natural stained glass windows. A serenity, a grace. The dogs swim and horse around, Hooker and I enjoy the moment. Quiet.

Without a sound or movement, an old man stands next to us. He watches the dogs. He watch us.

Talk about your screaming meemies. Mine and Hooker’s PTSD hits us like a tsunami screaming out of the South China Sea.

Ambush! Hooker jumps for his M-16 rifle. Of course he doesn’t find it. He runs around the clearing, searches everywhere. I grab a tree branch, three inches in diameter and three feet long, I rear back to bash the son of bitch in the head. The dogs caught off guard by the intrusion, and our sudden panicked movements, bark like crazy and make their way toward the bank, in full attack.

The attack over, like that. Hooker stops mid stride. I freeze like the Statue of Liberty. The club held high over my head. The dogs stop halfway up the bank. Both dogs lay down as calm as you like, as if nothing had happened or would ever happen. Hooker and I sit back down. The old man stands there. We look at one another for full minute. Everything hushed and still. The Eno’s water sparkles. A leaf floats by.

“George, Eric nice to see you.” The old man says; like we see each other every day. He nods towards the dogs, “Butter, Boss Hog nice to see you, too.” Both dogs look up and accept his salutations as natural as can be.

The old man stands there. We do not return his greeting. We don’t have the faintest idea who he might be.

The old man sits, seems natural. I haven’t the faintest idea why, however. I look to Hooker, no help from that quarter. Hooker wears a shit eating grin on his face and a more relaxed countenance than I’ve ever seen.

“I’m St. Michael.” The old man says.

Pam: St. Michael of Mont St. Michael? Saint Michael who directs the grand triage on judgement day? St. Michael who battled Lucifer? What does St. Michael have to do with language and the house of being?

Michael (From Book)

St. Michael has trouble with his physical form. He fades in and out a lot. Solid as you and me one minute, almost invisible the next. It has to do with what’s said. When cynicism or anger or hatred show their ugly faces, St. Michael fades: the conversation gets back on purpose he’s back as solid as ever.

I think, ‘Sure, the war in heaven. St Michael kicked the Devil out of Heaven. He was in a war, too!’ My next thought hit me like a sledge hammer. ‘St. Michael the Arch Angel has PTSD’.

‘That’s what’s so familiar about him! That’s why I thought
I knew him! It’s the look in his eyes! That son of a bitch hasn’t
come home yet, either.

St. Michael reads my mind, fades fast, I see the faintest
outline of him, a faint aura. Scared the hell out of me.
Knocked me right off my train of thought. Good thing too. As
soon as I stopped thinking what I was thinking, St. Michael
came back into view, strong and clear.

As mine and Hooker’s thoughts vacillate, St. Michael
fades in and out.

‘St. Michael the Arch Angel!’ I feel overwhelmed. I sit in
stunned silence. St Michael sits, too; the pink of health.

The next instant I think, ‘What the fucks up with this?’ St.
Michael starts to fade.

I’m a quick study. I shift thoughts. ‘St. Michael how
sublime.’ I realize and appreciate the moment. The ease, the
presence, the naturalness. I think, ‘St. Michael has always
been with me.’

St. Michael solidifies. Smiles.

To make a long story short, St. Michael spoke to us.

After he left I notice my watch; we had been together for
only an hour. Hooker and I couldn’t believe it, sure we had been there for days.

The dogs down on the rocks, fiddle around. No big thing
to them. The cathedral shimmers over the river.

The long and short of what St. Michael told us goes like
this, “Get your shit together! You have an important job to
do.”

St. Michael spoke in terms of integrity. Please don’t get
the idea that St. Michael uses scatological speech. He does not. In my mind’s eye, I see St. Michael fade at the very
thought.

Pam: Help me understand, when you are thinking with
integrity, are you solid?

Michael: Metaphorically speaking, yes.

Pam: When you are acting with integrity, are you solid?

Michael: Again metaphorically speaking, yes.

Pam: And when you are smoking pot are you solid?

Michael: No, I’m as faded as an old pair of jeans.

Pam: Let me understand, when you smoke pot do you
do to your sense of integrity?

Michael: I don’t do what I say.

Pam: What is integrity to you?

Michael (From Book)

Dad yells, from my mind’s committee room. “Do what
you say, boy. That’s integrity. Do what you say.”

As I begin to tell good OLE’ Dad to stuff it, I jump to the
abruptness of Claude’s voice. “Let me see if I got this right.”
Claude says. “St. Michael says we got to stop PTSD,
right?...but first we got to get our shit together, right?”

“Right.” My old First Sergeant picks up the cadence from
Dad, “Move, Move, Move.”

“Look Claude, talk about getting my shit together, you got
to go. I forgot about Sharon, I should have been back hours
ago. She’s gonna have my ass. Catch you tomorrow.” As I
give Claude the bums rush Dad bellows away, “Do what you
say, son. Do what you say.”

PART III

Writing Activity-Imagine the world without...

As we worked together we became aware that we had
identified the “want”, write the book and to concentrate
better. Where we were not clear was identifying the need.
Initially we talked about the freedom need but it was not a
match. As further exportation Michael was asked to “image
the world without pot” and to structure his thinking through a
writing activity. The activity was to include 10-20 sentences
describing his world without pot, and draw a conclusion that
would make the reader laugh.

Michael did the assignment and imagined this world.

No bum holes in my upholstery
I would be married to Patricia
I would have more money for travel, etc.
I would concentrate better
My book would have been written
I would not have fought with my daughter
I would not have married my first wife
I wouldn’t waste so much time
I would be who I say I want to be
I would actually be a contribution
I would start “Implementation Conversation”
I would have a web page
I would not have had a lot of the friends that I have had
I would stay present
I would not isolate so much
I would enjoy relaxation
I would be the source of my own satisfaction
I would be the source of my life

Conclusion:

A world without pot?
A question to intrigue
Make another futile list
Of longing...Of what should be
As I read my list
It occurs to me
A life without pot
Would be a life without me
No wonder I fight
No wonder I plead
At least with pot
I get to be me.
With the completed list and the conclusion we took another look at Michael's basic needs as identified in the control theory model (Love, Fun, Freedom and Survival). He identified the basic need for each entry:

### Quality World
- No burn holes in my upholstery
- I would be married to Patricia
- I would have more money for travel, etc
- I would concentrate better
- My book would have been written
- I would not have fought with my daughter
- I would not have married my first wife
- I wouldn’t waste so much time
- I would be who I say I want to be
- I would actually be a contribution
- I would start “Implementation Conversation”
- I would have a web page
- I would not have had a lot of the friends I have had
- I would stay present
- I would not isolate so much
- I would enjoy relaxation
- I would be the source of my own satisfaction
- I would be the source of my life

### Basic Need/unmet
- Accomplishment
- Accomplishment/belonging
- Accomplishment
- Accomplishment
- Belonging
- Belonging
- Accomplishment
- Accomplishment/belonging
- Accomplishment/belonging
- Accomplishment/belonging/fun
- Accomplishment/belonging/freedom
- Belonging/fun
- Survival
- Accomplishment
- Accomplishment

After doing this exercise Michael understood for the first time that lack of accomplishment was the primary theme running through his life. In order to accomplish, he needed to quit smoking pot. As a direct result of the exercise he quit pot and to this date has not smoked since.

For Michael, pot had taken on the aspects of accomplishment. Having started smoking pot in Viet Nam, pot returned him to an identity based in the Viet Nam experience, something that he and his comrades did, something that “They” didn’t. Pot became the basic foundation for his brotherhood, the bond that tied them together in the demise of ideals, ambitions and former affiliations. Pot was the accomplishment. The glue. The only absolute.

Thirty years later, pot no longer served him. In his ever changing world “accomplishment” became more important than pot or the “brotherhood”. He realized that pot kept him in an old survival method that was no longer need fulfilling. When he identified integrity as his internal reference he was able to act on his wants: concentrate better and to write his book.
I. A Leadership model

ABSTRACT

Glasser has written about and discussed Lead and Boss management. He clearly defined the role differentiation between counseling and managing. Further clarification occurs by adding a third role of “Conferencing”. This is the role that most people are really charged with in their jobs. It includes persuading and leading workers or students to believe in the core values of a business or school. One of the first tasks for the leader is to determine whether s/he is counseling, conferencing or managing.

When Glasser first began discussing the role of “Quality”, especially in schools, he wrote and talked about Lead and Boss management. In order to clarify his thoughts on Management, he defined counseling and managing. The definitions were very helpful in clarifying some roles, but left some people with questions, “Doesn’t a manager ever make decisions?” and “Is there ever a bottom line?”

To help clarify the differences in these approaches, I developed the Leadership Model, which added the component of Conferencing. This is the role that most people are really charged with in their jobs. It includes persuading and leading workers or students to believe in the core values of a business or school.

Boss Management and Lead Management are concepts, not absolutes. They are not labels or weapons, but rather ideas that can be used to help leaders focus on what they are trying to accomplish. This can include one-on-one performance discussions, co-evaluations, staff meetings and intervention sessions. The first task for the leader is to determine whether s/he is counseling, conferencing or managing. Each assumes a different role.

COUNSELING

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

CONFERENCING

The worker’s and the leader’s agenda and objectives are both considered. Whether the problem is leadership, systemic or worker performance, the objective is to work together to plan a mutual resolution of the problem and/or issue.

MANAGING

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

The diagram illustrate the role the leader will assume and identifies the difference of focus in each approach.
School or Classroom Leadership Model

II. ASSESSING AND PLANNING CHANGE

ABSTRACT

The assessing and Planning Change Diagram can be used as a planning reference and/or a diagnostic tool. There are six key elements that must be addressed and are essential to creating the educational or business change that we want. The elements are: Aim and Purpose, Knowledge and Skills, Motivation and Buy-In, Resources, Action Plans and Feedback and Data.

The necessity of change in education or business is seldom debated. In The Quality School: Managing Students Without Coercion, Glasser included many references to the work of W. Edwards Deming. Throughout the book, Glasser emphasized the need for system change. There are six key elements that must be addressed and are essential to creating the systemic educational or business change that we want.

A leader’s lack of understanding of these elements will severely limit the ability to reach and sustain set goals. A lack in several areas further lowers the leader’s and workers’ energy, determination and/or motivation needed to reach the goals.

Figure 3 illustrates not only the importance of effectively planning for change, but the possible results of failing to direct time and effort to each element. The diagram may be used as a diagnostic tool to help identify an area of focus in a business, classroom, school, district or agency. It may also be used as a planning tool that highlights areas that should be addressed proper to the implementation of any new program or system change.

Leadership must be present throughout the entire process. From whatever point they find themselves, leaders must assume responsibility for removing the barriers to correcting the problems. Effective planning, including these six components, will reduce fear and allow workers more opportunities to find satisfaction in their work. This translates to better relationships and a more productive workforce.

AIM, PURPOSE, VISION & DIRECTION

The “Aim, Purpose, Vision and Direction” relates directly to the notion that everyone must be focused on the Constancy of Purpose (Deming). This is primarily the leader’s responsibility. Without a common purpose, people will do their job to the best of their ability “as they understand it”. Therein lies the problem; if everyone is working in opposite or contradictory directions, there will be little progress for the group. The group, whether an individual class or a school district, will be unfocused and confused as to what is expected. Alignment is crucial! As Bill O’Brien, former CEO of Hanover Insurance Company stated, “To empower people in an unaligned organization can be counter-productive. Unless people share the same “mental models” about the business reality in which they operate, empowering people increases the burden of management to maintain coherence and direction.” Values, like the Aim, Purpose and Vision, must be embedded into the organization. In successful companies and market leaders, the day-to-day management focus on the delivery of customer values is tantamount to organizational success. The organizational values must become guiding principles for major decisions and the day to day operations.

As Yogi Berra, Hall of Fame catcher for the New York Yankees, once said, “If you don’t know where you’re going, you might end up someplace else.” How true this is in organizations that lose their aim or fragment their efforts.

KNOWLEDGE AND SKILLS

Providing everyone with the necessary knowledge and skills is, obviously, a necessity. In practice this is seldom understood and/or properly resourced. Initial training is seldom the problem. A lack of understanding of the time...
required, the complexity of the knowledge and skills needed and lack of appropriate follow-up, creates an inequality of knowledge and an excessive variation in skill and ability. It can be equally counterproductive to assume that the workers have the requisite knowledge and skills, just because they were employed and have the right credentials. All workers must receive the training that they need to perform the job that is expected of them.

Workers need to comprehend all of these components to be properly trained and highly effective. If workers don’t understand the function of all departments, how can they be productive and help improve processes in the system? This area must also include problem solving, conflict-resolution and relationship building skills. If people don’t know how to get along and cooperate for the good of the system, there will not be much chance of becoming a market leader.

**MOTIVATION AND BUY-IN**

Motivation and Buy-in refers to the belief that the change will improve teaching and learning. The aim and purpose are closely tied to the motivation and buy-in. The program implementations and/or changes must be consistent with the aim of the system. Leaders that are congruent in action and words increase the belief that this specific change process will be embraced.

Customers and employees want to know, “How does what you want me to do benefit me?” The answer to this question, in most cases, will have a direct correlation to the amount of “Motivation and Buy-In” to all of the components identified in this article. Throughout the change process, everyone should see opportunities for a greater sense of belonging, accomplishment and recognition, freedom of expression and creativity and enjoyment. These needs must be addressed in order to provide the motivation to continue through the difficult, sometimes tedious times. Additionally, people want to know that their hard work and dedication will be not only recognized, but remembered.

**RESOURCES**

Resources refer to the commitment and delivery of the time, money and materials to create and implement the change. This is often planned for, but with the reality of budget cuts and new priorities, it is imperative that management creates contingency plans to help “stay the course” and provide long term resources. This may be the simplest of the components to present and understand, but it is not easy to find or provide all of the necessary resources.

**ACTION PLANS**

A well-written plan is essential for long term change. Leaders often assume that everyone understands the “how” and “why” of continual improvement plans. As with Vision & Direction, it is the leader’s responsibility to continually emphasize, focus on and/or remind others of the plans that are in place.

The plan should include, but is not restricted to the following questions:
- How will we implement and/or change?
- How is this program or change consistent with our aim or purpose?
- What will be implemented or changed?
- How will the implementation take place? What steps?
- What knowledge and/or skills do we need?
- What do we already have?
- What will we need to acquire?
- What is the motivation or buy in?
- What resources will be needed?
- How much time?
- By when? What is the deadline?
- How much money?
- What materials, technology, etc.?

**FEEDBACK, ASSESSMENT & DATA**

This would appear to be an obvious component, but meaningful data are not always a priority, nor are they always easy to come by. Without data to tell us how we are doing, we have an illusion of effectiveness. One need only look at the technology field to know that what once was effective, may not be now. Building a quality product is no longer a guarantee of long-term revenue. Not only does the product become technologically obsolete, but the prices may drop dramatically when a newer product is released.

The following questions are provided as a guideline for determining what data are needed and how to collect it.

- Are we doing what we say we are doing? How do we know?
- Is what we are doing cost effective?
- Who has the information that we need?
- What is the best method (Statistics, surveys, etc.) of gathering the data?
- What data do we have to support the need for change?
- What data do we have to support the projected effectiveness of this change?
- What data do we need to collect to determine the effectiveness for our program?

The purpose of data is not to blame, but to determine if the business or school is on course to accomplish the goals in a manner that is consistent with the Aim, Purpose and Values.

Some businesses and schools may find themselves lacking in several of the key elements. This is not uncommon. This diagram is intended to help determine where a department, business, classroom, school or district is in the change process. Deming taught that up to 95% of our problems are based in system difficulties. With that in mind, this diagram is not intended to fault find with others, but to identify any components that must be addressed to continually improve teaching and learning. Henry Ford was quoted on many occasions as saying, “Don’t find fault, find remedy!” It is the responsibility of all concerned to work to correct any deficiencies or “holes” in their processes.
### References

Tribus: *The Transformation of American Education to a System for Continuously Improved Learning*. Hayward, CA, Exergy, Inc.

### NOTICE

**Second National Conference on Internal Control Psychology**  
**May 11-12, 2000**

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Choice Theory and the Identification of Emotionally Impaired Students
Christine Samida

ABSTRACT

Federal law concerning the identification of emotionally impaired students is examined through the five basic human needs.

INTRODUCTION

Choice Theory has become popular in schools because it provides a workable framework for understanding and meeting the needs of children. The challenge of using this theory to evaluate and develop interventions for emotionally impaired students has yet to be met. School personnel are receptive to this theory because they are dissatisfied with rewards and punishments to try to change students’ behaviors. These methods have proved useful only on a short-term basis. Behavioral interventions generally add to the number of tasks required of adults in school. Behavior plans dictate adult behaviors such as providing rewards on a schedule. Students may respond in the desired manner to these rewards. This does not necessarily mean that the behavior changes are permanent or desired by students. Rewards, punishments and coercion may harm the atmosphere of the classroom. As a result, a new perspective is sought to deal with the challenges of working with children.

DEFINITION

Glasser (1998) defines five basic human needs. To use the framework of choice theory in schools, these needs must be defined in reference to educational settings. The five basic human needs are: survival, love and belonging, power, freedom and fun. Glasser does not prioritize these needs.

1. SURVIVAL

Survival as it applies to the school setting is the desire to work hard, achieve goals and plan for the long-term future. A component of survival is acquiring the ability to please people in authority positions and develop cooperative work and play skills with peers. When survival needs are met, the individual has the potential to obtain security. Students feel secure when they feel cared for and accepted at school.

2. LOVE AND BELONGING

Students’ needs for love and belonging at school mean feeling accepted by classmates and adults. Students feel important, that is, that they are making worthwhile contributions and their presence in the classroom is valuable to the teacher and peers.

3. POWER

At school, power means the ability to make choices about what to do, what to learn. It may also mean having the respect of peers and adults for abilities and achievements. Students experiencing success would feel confident and competent. Students’ need for power would be met.

4. FREEDOM

The freedom to meet individual needs, e.g., getting a drink, walk at your own pace, eat what and when you want is difficult to obtain at school. Students often have little opportunity to make these decisions during their school day. The freedom to be creative may also be difficult to obtain at school.

5. FUN

Learning or being with friends can be fun. The potential for fun and play is evident at school. The ability to obtain fun may not be as easily reached because of crowd control needs.

We evaluate students by examining a pattern of behaviors, which, in our judgment, do not meet the child’s needs. We would define this need as learning and allowing others to learn in the regular school environment. The student being evaluated is not thought to meet his or her basic needs in a manner consistent with learning. The student may meet his or her basic needs in a manner that is perceived to interfere with the needs and rights of other students. The child does not live by the “golden rule” and we search for reasons why and interventions to correct the situation. We may determine that the student’s behaviors are a handicapping condition.

THE LAW

Rule 340.1706 (Michigan State Board of Education, 1997) states that: “The emotionally impaired shall be determined through manifestation of behavioral problems primarily in the affective domain, over an extended period of time, which adversely affect the person’s education to the extent that the person cannot profit from regular learning experiences without special education support.”

APPLYING CHOICE THEORY TO THE LAW

What follows is an examination of Michigan law regulating the identification of students with emotional impairments through the perspective of these five basic human needs (Michigan State Board of Education, 1997).

Sub. Rule “a” states that “the student manifests an inability to build or maintain interpersonal relationships within the school environment”. If the inability to build or maintain interpersonal relationships results in the student being unable to learn in the regular school environment, the student is considered to have a handicapping condition and is eligible to receive special education services.
1. SURVIVAL

Think of survival in the school setting as meaning learning and demonstrating that this learning has occurred. A student who does not turn in completed work will not pass classes and will not “survive” academically. This student may learn, but does not demonstrate the skills acquired in ways acceptable to the teacher. A student unable to recognize the need to have different types of relationships in different types of settings, may always have fight or flight reactions. This student may be truant from school rather than deal with difficulties in school. Students will not “survive” in the educational world if they do not attend classes. Students preoccupied with personal issues might not be able to learn and demonstrate their learning in school. Children with no plans for the future will not survive in school because they are unable to trade immediate rewards for long term rewards.

2. LOVE AND BELONGING

In groups, all members have a role. The role may be as outcast or class clown. Regardless of the group, regardless of the harm done, everyone will have a role. If the role is detrimental to the student, a new role that is acceptable to the student and the group has to be identified.

3. POWER

Students with strong needs for power may sacrifice relationships, judge others and do whatever is necessary to be in control. Power may come from choosing not to meet the expectations of others. Power may come from excluding teachers from the student’s quality world.

4. FREEDOM

Students cast in roles that do not fit them may be in a constant state of frustration. These students may not feel they have freedom to choose their friends or activities themselves. Students frustrated by their lack of ability to make choices may have difficulty building relationships.

5. FUN

Glasser (1998) recognized that: “It takes a lot of effort to get along well with each other, and the best way to begin to do so is to have some fun learning together. Laughing and learning are the foundation of all successful long-term relationships” (p.41). A student unable to have fun learning with classmates may be unable to enjoy achievement. The student may be unable to enjoy the success felt when a task is mastered.

Sub rule “b” states that “the student exhibits inappropriate behaviors and feelings under normal circumstances”. The student is unable to learn because of these behaviors and feelings.

1. SURVIVAL

The student may lack the ability to understand that others cannot meet their needs. Students may not trust others to meet their needs. This may lead to students exhibiting inappropriate behaviors in order to force others to meet their needs. There is not actually a threat to survival from an observer’s point of view. The student may lack concern about others’ feelings. The student may not have developed behaviors that are effective in communicating his or her needs.

2. LOVE AND BELONGING

Students who do not feel they belong in the school society may choose to exhibit behaviors that show this need is not met. The student may join undesirable groups where he or she is accepted. Students who do not feel they belong in the classroom may have difficult learning material presented by the teacher.

3. POWER

At school, teachers have enough power to define a student’s needs for the student. For example, a teacher may tell students when they can get drinks or use the bathroom. Students may destroy their own chances of success to satisfy their needs for power and reject another person’s definition of their needs. Students may feel the structure, rules, etc. at school are harmful to them. Glasser (1998) states that: “If no one listens to us, we feel the pain of the powerless, the kind of pain you feel in a foreign country when you are trying to get information and no one speaks your language” (p. 39).

4. FREEDOM

Students’ freedoms are limited at school by schedules, crowded conditions and the pressure to balance personal and group needs. Students with inappropriate behaviors may feel their need for freedom is not being met.

5. FUN

Students may not be having a rewarding experience learning in the classroom. The student may lack friends for fun activities. A student will seek activities that might be fun; these behaviors might get the student lots of attention or replace work. The behaviors might be creative in the student’s mind and therefore be fun.

Sub rule “e” states that: “a student who manifests pervasive symptoms of depression my qualify for special education services”.

1. SURVIVAL

Glasser (1998) uses the verb “depressing” rather than the noun “depression” to indicate that this mood is chosen by the individual. Depressing may aid survival in that is slows the individual down and may defuse anger. Depression may be a way of improving chances for survival if the anger is felt toward people one needs in one’s quality world.

2. LOVE AND BELONGING

Depressing may be a way of asking for help. Depressing may get others to express concern and caring; it may provide proof of their caring and love. Depressing might be a very effective method of obtaining a sense of being loved, cared for, and belonging.

3. POWER

Depressing persons may exert power over people who care about them. They may be able to control a family’s finances and schedule with their needs for care and counseling. Other adults and peers may be cautious in their expectations of students and handle them with “kid gloves”.

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4. FREEDOM

The students’ depressing behavior may call attention to them and result in others paying attention to their needs and wants. They may get more choices such as easy classes to help alleviate their symptoms.

5. FUN

Creating a “self” that is depressed, creating a schedule, creating complaints might be fun. This idea might be inconsistent with symptoms and behaviors commonly associated with depression. Choice theory would argue that depression is a behavioral choice and that physiology, behavior and symptoms are developed to fit the choice.

Sub rule “d” states that: “A student who has a tendency to develop physical symptoms or fears associated with personal or school problems may be eligible for special education services”.

1. SURVIVAL

Students may exhibit physical symptoms as a means of obtaining nurturing from others. They may seek to have needs for nurturing met in ways that are inappropriate in the school setting, that is, by having physical complaints.

2. LOVE AND BELONGING

Students with a role of being ill have a place in a group. The physical symptom may allow them to be excused from activities and expectations. Withdrawn students may get lots of attention from adults trying to draw them out. They may have a role as the “quiet student”.

3. POWER

Students with physical symptoms have the power to put others in the role of caring for them. They have control over what will be accepted of them. They use symptoms to control what is expected of them.

4. FREEDOM

Students with physical symptoms are free from the daily grind. They may get to sleep in, they may get to use the phone in the school office, may have a special schedule.

5. FUN

Students with physical symptoms may enjoy lots of adult and peer attention. They may get to leave school to go to appointments.

CONCLUSION

Schools are bastions of external control theory. The teacher is expected to control a large number of students, insure that they learn prescribed materials, give grades and other rewards, and punish. In this type of setting, students may develop behaviors considered troublesome. These behaviors may indicate that one or more of the student’s basic needs are not being met.

Choice theory provides a means of examining the student’s behavior to determine if students are eligible for special education services due to an emotional impairment. Examining the student’s basic needs relative to special education law provides the social worker with a systematic, universal framework to identifying emotionally impaired students.

Use of choice theory when evaluating students may provide a basis for developing meaningful interventions consistent with choice theory being used in the classroom.

References

Choice Theory in the Dojang: A Model for Martial Arts Instructors
Ron Mottern

ABSTRACT
Martial arts training is typically guided by Stimulus-Response (S-R) Theory. This is, in part, due to the fact that many martial arts instructors were subjected to S-R conditioning as a part of their training. Knowing no other way to teach except how they were taught, instructors continue to foster the myth of external motivation. By learning about Choice Theory (CT) however, instructors may better understand students' motivations and share their knowledge of CT with their students through the medium of martial arts instruction, thereby enabling students to take more effective control of their lives.

WHAT IS CHOICE THEORY?
Choice Theory teaches us that all motivation is internal. We are motivated by the physiological need for survival and by four psychological needs (which may be expressed in pairs): fun/learning; power/recognition; freedom/choice; love/belonging. Everything that we do in life is an attempt to satisfy those needs. What we do may not necessarily be the best thing that we could be doing to meet those needs, but it is all we know to do at the time. The ideal bases for these psychological needs are paradigms which comprise an individual's Quality World. The paradigms within our Quality World may be thought of as photographs in an album, pictures which represent the epitome of our need fulfillment. We will do anything that we can do to try and make our situational reality (what we've got) match the ideological paradigm (what we want) in our Quality World. We attempt to reconcile the discrepancy between the life we actually live with the picture of the life we want to live by engaging in a Total Behavior, which is composed of Acting, Thinking, Feeling and Physiological components.

Choice Theory is the basis for Reality Therapy, a process which combines the creation of a counseling environment with specific procedures that lead to change. The goal of Reality Therapy is to lead individuals to evaluate their lives and make more effective choices for the attainment of their ideal Quality World. The counseling environment is one in which the therapist tries to be a FRIEND:

F - Be friendly and take the time to listen to people.
R - Review past events only in relation to present situations
I - Identify Total Behaviors
E - Evaluate feelings and physiology only in relation to thoughts and actions.
N - Never criticize or punish (as opposed to the logical and reasonable consequences of discipline). Criticism and punishment are never useful.
D - Don't accept excuses for irresponsible behavior.

Within this context, the therapist initiates specific procedures that lead to change. Individuals are taught to evaluate their behavior by use of the Wants-Behavior-Evaluation-Planning (WBEP) cycle, i.e., the Glasser Wheel.

(Figure: 1)

Procedures that lead to change (WBEP) represented by the Glasser Wheel.

A commitment to enact the plan and for continuation of successful planning is secured from the individual. Paramount to the success of the individual is the therapist's commitment to never give up on clients in their search for a more effective lifestyle.

WHAT IS MARTIAL ART?
The term, martial art, is here defined as any systematic form of instruction derived from a martial or civil combative discipline, e.g., Haedong Georndo, Tae Kwon Do, Gojo Ryu Karate Do, Judo, etc. Martial arts are composed of basic movements and techniques, solo forms and sparring engagements which are either pre-arranged or spontaneous. Martial arts may also employ meditation, visualization and breathing techniques. The primary form of instruction is through modeling and repetition. The teaching of basic movements, techniques, forms and breathing methods is systematic. Simple movements and concepts are learned before moving on to more advanced movements and concepts. There is no deviation in the order of teaching. Techniques are either correct or incorrect when evaluating performance and execution.

The members of a dojang interrelate on a high context level of action, perception, attitude and communication, precisely as individual members and to be members of that dojang. From the moment the students enter the dojang until the moment they leave, every aspect of their behavior is regulated by the dojang rules, which are promulgated by the
instructor according to his purpose and orientation. The orientation may be aesthetic, as in Haedong Geomdo, and motivated by the need(s) for love/belonging/fun/learning; or utilitarian, as in Goju Ryu Karate Do, and motivated by the need(s) for power/recognition/freedom/choice. The orientation for Haedong Geomdo is aesthetic, rather than utilitarian, because Haedong Geomdo is a traditional Korean sword art. People in industrialized societies do not carry swords during daily social intercourse, so the usefulness of the art for self-defense is limited. Goju Ryu Karate Do is utilitarian in orientation because it was created specifically to promote health and for the purpose of empty hand self-defense. This does not mean the Haedong Geomdo does not promote health or create awareness, which are key components of self-defense, or that Goju Ryu Karate Do cannot be taught with a greater emphasis on aesthetics and less emphasis on utilitarian techniques. The emphasis is determined by the instructor. Nothing in this model precludes the creation of a counseling environment within the dojang except the pictures in instructors’ Quality Worlds of how they should be perceived by their students and their peers.

INTEGRATING CHOICE THEORY INTO MARTIAL ARTS PROGRAMS

Martial arts training methodologies in the United States are typically guided by Stimulus-Response (S-R) Theory, which is based on the premise of external motivation. This is due, in part, to the fact that many martial arts instructors were subjected to S-R conditioning as a part of their training. They teach as they were taught. There is no reason, however, why the environment created in the dojang cannot be a counseling environment. The teaching of martial arts can be facilitated by an understanding of students’ needs and by learning about and teaching within a Choice Theory (CT) paradigm, this includes teaching students about CT. Realizing how needs are met by CT oriented instructors model their training programs for the benefit of individual students.

The language used by martial arts instructors can help facilitate entrance into the CT world. Typical comments and questions by students can provide opportunities to identify students’ needs and initiate procedures that lead to change. An examination of the language used in the dojang may help increase our awareness of our surroundings so that we can avoid potentially dangerous situations. Bowing and titles of respect are part of the dojang culture. They are methods of recognition and signs of mutual respect among the dojang membership. They are not meant to belittle anyone. Classes are structured because if they aren’t, someone will get hurt. No maybes about it. Order is essential for maintaining safety in the dojang. If you’re interested in a high contact sport, maybe you should try boxing. I’m not sure where the nearest boxing gym is located, but I have a telephone directory in the office and I’d be happy to help you look for one.

Student: I don’t want to start something that I can’t finish.

S-R Response: Good attitude! I can’t stand quitters and I don’t want to be associated with them. But you have to start something before you can finish it. Let me give you one of my Black Belt contacts.

CT Response: You obviously have some definite training goals in mind. Let’s talk about those goals and how our training may help you accomplish them. Many people view the martial arts as an holistic lifestyle, rather than a means to and end.

Student: I’d like to begin training again, but I’m really out of shape. Maybe I’ll work out at home and then start class when I’m in a little better physical condition and have some of my wind back.

S-R Response: That plan hasn’t seem to have helped you so far. You need to make a commitment to training and then follow through with it. If you come to class, I’ll get you in shape.

CT Response: One of the reasons that we train in the martial arts is to improve our physical fitness. Another reason is to maintain that fitness. We’ve found that working together to achieve our fitness goals is easier than working alone. Most people begin training because they want to improve certain aspects about themselves which they perceive to be deficient. Improvement and achievement in the martial arts is a progressive process. We start out at a certain level and then progress to a higher level. As we progress, our physical fitness usually improves. No one is expected to perform beyond his/her ability. Perhaps we can talk about some of your fitness goals and see if training in the martial arts can help you achieve those goals.

Student: I want to take some self-defense lessons, but I don’t like all of that bowing, standing at attention and calling everybody sensei and sempai. I just want to learn how to fight.

S-R Response: If you want to be a part of the class, you’ll do what I tell you to do, when I tell you to do it. And you will respect me.

CT Response: We don’t fight in class. We do spar, but sparring and fighting are different things. The reason we spar is to help increase our self-confidence so that we don’t feel the need to prove ourselves by fighting. The training helps to increase our awareness of our surroundings so that we can avoid potentially dangerous situations. Bowing and titles of respect are part of the dojang culture. They are methods of recognition and signs of mutual respect among the dojang membership. They are not meant to belittle anyone. Classes are structured because if they aren’t, someone will get hurt. No maybes about it. Order is essential for maintaining safety in the dojang. If you’re interested in a high contact sport, maybe you should try boxing. I’m not sure where the nearest boxing gym is located, but I have a telephone directory in the office and I’d be happy to help you look for one.

Student: I don’t understand why I have to learn in this way.

S-R Response: Because I tell you to. Are you here to teach or to learn? Do it like I say. If you don’t like the way I teach, you’re free to go down the street to the other instructor.

CT Response: There’s a reason why we do things the way we do them in the dojang. However, people learn in different ways. What part of the teaching method are you having
difficulty with? Let's see if we can determine your learning style and then try a different approach. Private lessons may be an alternative to group instruction.

Student: I don't feel like I'm making any progress. The harder I try, the worse I seem to get.

S-R Response: You just have to work through it. Train harder.

CT Response: You're becoming frustrated because you think that you should be progressing faster. Let's take a look at your personal goals and compare them to the standard progression rate. You could be expecting too much out of yourself at this point in your training. If your goals are reasonable, then let's take a look at the type of training you're doing, then we can make a schedule that can help you realistically achieve your goals.

Student: I'm sorry that I've missed class, but I've had to work late.

S-R Response: You can't learn if you're not here. Maybe you need to decide if you really want to be here.

CT Response: Every time you train, you take a step forward. If you completely stop training, you won't make much progress. There are however, different types of training. Let's go over some of these different ways, such as visualization and breathing techniques. You can do these things on break at work or before you go to bed at night. These techniques will help you maintain your mental fitness, even if you're not physically training. When you are able to begin training with the class again, we will do an evaluation of your physical level and adjust your routine accordingly.

Student: I'm sorry that I've missed class, but I pulled a muscle and was trying to let it heal.

S-R Response: Sometimes you just have to work through the pain. No pain, no gain. You've got to be mentally tough. If you had been regularly training, you wouldn't have pulled a muscle to begin with.

CT Response: There are different types of training. Physical training is only one type. Mental training is also important. Even if you are unable to physically participate in the training, you can observe the class and learn from the instruction of others. We also need to look at the possible reasons why you pulled the muscle. You could be over training.

People study martial arts in order to satisfy their psychological needs. They do not study the martial arts for survival. Self-defense, often cited as a motivating factor for beginning martial arts instruction, satisfies the need for personal freedom (protection of self) or social power (protection of others). Health maintenance, also cited as a motivating factor, can be achieved in a myriad of ways which are not derived from combative disciplines. Health maintenance may predominantly serve to meet survival and belonging needs, but these systems become more attractive by meeting the additional needs of freedom and power. This may help to explain the popularity of fitness programs such as Cardio Kickboxing and Taebo.

Most martial arts instructors require their students to wear some form of uniform. Uniforms meet belonging/recognition needs by identifying the individual wearing the uniform as a practitioner of the martial arts. Many instructors also require patches to be worn on the uniform, identifying the style, organization and particular school affiliation of the student. These patches serve to further fulfill the belonging/recognition needs requirement felt by the student. Traditional martial arts have a lineage, this is one of the characteristics that defines them as traditional. This lineage, which usually traces the style back to its founder (who may be either real or imagined), also fulfills belonging needs. As a member of a particular school, organization and style, the student acquires the lineage of that particular group. Most martial arts award some form of rank, usually in the form of colored belts. Rank is subjective evaluation of skill and character which serves only to motivate the student. The perception of S-R may be alleviated in belt testing by incorporating pre- and post-test clinics which include the use of student self-evaluation. Motivation is achieved through recognition of achievement and belonging to a new intersocial hierarchy within the group. This hierarchical recognition may be heightened with the earning of titles, e.g., pu-sabum, sabum, kwan chang nim, sempai, sensei, shihan, etc. With the achievement of new rank usually comes new responsibilities, which may include teaching lower ranked students, and thus serves to fulfill power needs, as well as learning needs. New rank also means the opportunity to study new techniques and forms. This further meets the need for learning. All of these needs may be met through participation either an aesthetic or a utilitarian oriented system. Systems which are taught with a utilitarian serve to meet freedom needs by stressing self-defense concepts. The perception of acquired self-defense skills provides the individual with a sense of personal freedom and social power. Regardless of orientation, taking martial arts classes may allow students to escape the confines and responsibilities of work, school and home for a brief time, providing a respite and meeting the need for freedom/choice.

As indicated by the presence of the determinative do in the disciplines mentioned above, i.e., geomdo, karate do, these arts prescribe patterns for Total Behavior. Do means actively following a way or path, i.e., pursuing a lifestyle. Acting, thinking, feeling and physiology are all a part of the do and, therefore, constitute the Total Behavior of one engaged in martial arts. Learning to recognize an individual student's needs should begin as soon as possible after the individual has made a decision to join the class and may be facilitated with the use of a questionnaire:

Sample Questionnaire for Martial Arts Students

1. Where did you learn about this school, e.g., advertisement, acquaintance, etc.?

2. Do you have previous training in the martial arts?

3. If so, what style and how long did you train?

4. Did you receive any rank? If so, what rank did you achieve?

5. What do you want from your martial arts training?

6. What will this mean to you if you receive it?

7. Many of the benefits of martial arts training can be received through other types of training. What motivated you to choose martial arts over other fitness programs?
8. What motivated you to choose this particular style of martial arts over other available styles?

Choice Theory (CT) is a theory which explains our behavior in terms of internal motivation. All human beings have the physiological need for survival and four psychological needs (which may be expressed in pairs), i.e., love/belonging, freedom/choice, power/recognition, fun/learning. CT states that all we do as individuals is behave and that our behavior is a Total Behavior, i.e., our behavior is composed of Acting, Thinking, Feeling and Physiological components. Our Total Behavior is always an attempt to fulfill our physiological and psychological needs. Using the graph below, indicate at what level you believe your needs to be. If you feel that your behavior is motivated more by the need for love/belonging than for freedom/choice, the level for love/belonging will be higher on the graph than that of freedom/choice.

(Figure: 2)

Evaluation of needs using Pete’s Pathogram

Needs Evaluation

9. Will you make a commitment by signing below to train and try to improve yourself while a member of this school?

10. By signing below I make a commitment to teach you to the best of my knowledge and ability and to never give up on you as a student or as and individual.

Signature of Student

Signature of Instructor

This questionnaire may then serve as a platform to be used after rank testing to review students’ wants and initiate procedures that lead to change, i.e., WBEP. The Glasser Wheel may be represented as the t’ae guk, or in/yo, diagram to help students form a relationship between CT and martial arts.

A counseling environment can be created in the dojang by using the FRIEND method:

F - Be friendly and take the time to listen to students. Communication facilitates understanding and may provide valuable insight into the constituency of students’ Quality Worlds. This can be especially useful with students who have no previous experience in the martial arts and begin instructions with false expectations. Instructors must try to help students remove erroneous pictures in their Quality Worlds and replace them with accurate pictures.

R - Review past events only in relation to present situations. Students should be taught to learn from their mistakes and then move forward. Repetition is useful only when it reinforces correct practice.

I - Identify Total Behaviors. Teach students about Choice Theory and review students’ goals within the context of the procedures that lead to change and Total Behaviors.

E - Evaluate feelings and physiology only in relation to thoughts and actions.

N - Never criticize or punish (as opposed to the logical and reasonable consequences of discipline). In the martial arts, techniques are performed either correctly or incorrectly. Incorrect technique must be immediately corrected. Advanced techniques are built upon simple techniques. If error is allowed in simple techniques, the mistake will be retained in the training and repetition will reinforce the performance error. Correction, however, should not take the form of criticism. Instructors should make sure that all students know the dojang rules and are aware of what is expected of them both inside and outside of class. This knowledge of expectation should be coupled with the knowledge of the consequences for failure to meet those expectations.
D - Don't accept excuses for irresponsible behavior. It is expected that students should behave in a responsible manner both within and without the dojang. Instructors should impress upon their students that their behavior is determined only by themselves. No one can make them do any thing that they don't want to do. It is not intended that martial arts instructors function as Reality Therapists. What is intended is that instructors familiarize themselves with Choice Theory and share their knowledge of CT with their students through the medium of martial arts instruction. By learning CT, instructors may better understand students' motivations and thereby enable students to make more effective choices to meet their needs both within and without the dojang.

References

ABSTRACT

Experience has revealed that reality therapy is often misunderstood as a counseling and educational tool. This article describes several myths about the system and explains why they are erroneous. Readers’ comments to the authors are invited.

Reality therapy is one of the more misunderstood counseling theories. One author of a text states, “From a reality therapy standpoint, counseling is simply a special kind of teaching or training that attempts to teach an individual what he should have learned during normal growth in a rather short amount of time.” The problem with such a statement is that there is a slight element of truth. Reality therapy does include teaching clients choice theory (Glasser, 1998a). But there is much more to the system. It involves listening, reflecting, and knowing when and how to intervene. The purpose of this article is to briefly list several misconceptions which have emerged in the training sessions and discussions which I have conducted in the past few years. Included is a brief comment on the rationale for describing these as misconceptions.

REALITY THERAPY IS A SIMPLIFIED VERSION OF OPERANT CONDITIONING

In the 1970s and early 1980s, this misconception was widespread due to its presentation in several widely used texts on counseling principles. While behavioralism or operant conditioning is not an entirely external control system, it does emphasize external rewards more than choice theory. On the other hand, choice theory is a system of motivation based on the internal origin of human behavior and the principle that need satisfaction, more specifically human wants, is the reason people choose their behavior.

REALITY THERAPY IS AN EURO-AMERICAN SYSTEM WHICH ENCOURAGES CONFORMITY TO THE SOCIAL STATUS QUO

This is an objection which is directed toward many counseling theories. But reality therapy can be used to help clients formulate plans to eliminate social injustice. Also reality therapy provides a clear delivery system for working for systemic change (Glasser, 1990, 1993, 1994, Wubbolding, 1997).

Often the label “Euro-American” is used in a derogatory way. It is true that reality therapy began in North America, but it is now taught in Asia, the Middle East, South America, as well as in the Euro-American cultures.

REALITY THERAPY IS SIMPLISTIC IN ITS IMPLEMENTATION

In developing the ideas underlying reality therapy, i.e., choice theory, Glasser has attempted to use language which is easily understood. There is very little technical language other than such phrases as “quality world,” “genetic instructions,” and a few others.

Also, because of the emphasis on relationship building as the core of reality therapy, it is possible to erroneously conclude that the delivery system is simplistic. Yet the contrary is true. There is an 18-month training program designed to help interested people become proficient in the theory and practice. Wubbolding (2000) has spelled out in detail the procedures described by Glasser (1998b), identifying 22 types of self-evaluation from which a teacher or therapist could choose in working with students or clients. The use of down-to-earth language does not imply that skillful practice of reality therapy should be seen as flimsy, put downs, simplistic or easy.

REALITY THERAPY HAS NO RESEARCH BASE

This misconception has been promoted because we, as an institute, have not emphasized the importance of validating our work. But in the 21st century, we will be held accountable to the public as never before.

The fact is that there is research which provides credibility for the practice of reality therapy. Wubbolding (2000) has summarized research in reality therapy applied to education, mental health, substance abuse, and corrections. Still, he states that more tightly controlled research studies are needed and greater visibility in the professional world of the effects of reality therapy would dispel this myth.

REALITY THERAPY IS THE SAME AS BRIEF THERAPY

One of the past criticisms of reality therapy was that it was a short term problem-solving therapy. A more current mistake is to think that it is identical with brief-solution-focused therapy. There are many therapies that have been adapted to the current demands of managed care, emphasizing a problem-solving approach. The uniqueness of reality therapy is that it is based on solid theory and is not merely a problem-solving model which has been formulated to meet the external demands of managed care. Furthermore, though some brief therapists stress “do more of what works and less of what does not work” the explicit use of self-evaluation as a prerequisite for change is not stressed. These are but several differences between these systems.

REALITY THERAPY DOES NOT DEAL WITH EMOTIONS

Some reality therapists refuse to discuss feelings and immediately steer the conversation toward actions or cognition. However, it is quite justifiable to discuss each aspect of total behavior, not merely actions or thinking. Feelings are seen as important, but they are analogous to the lights on the dashboard of the car. When they ignite, the driver is alerted to something more fundamental about the car’s direction, operation, efficiency and possible problems. Besides, if feelings are the most prominent presenting issue, it hardly makes sense to disrespect clients’ perceptions of what troubles them.
Still the artful use of reality therapy allows for helping clients gradually move from the perception of themselves as enslaved by feelings to the hopeful position of choosing more effective actions.

Additionally, the mere discussion of feelings does not automatically change them. Discussion of hunger, thirst, or fatigue does not alleviate them. Similarly, discussion of depression, guilt, anger and other emotions is changed only when it is linked to the action component of total behavior (Glasser, 1998a).

**REALITY THERAPY IS HARSH**

In a training workshop for probation officers one told me he “did reality therapy.” He said, “When the probationer comes into my office for the first time I sit opposite him, confront him eye to eye, slam down the handcuffs on the table and ask in a loud voice, “OK, (expletive deleted), is there any doubt about who is in charge here?” While this is an extreme example, even the rapid fire questioning or the refusal to answer a direct question on the part of the helper can be off-putting to the client. Accurate and effective reality therapy is compassionate, empathetic as well as straightforward.

**REALITY THERAPY IS SYNONYMOUS WITH THE USE OF CONSEQUENCES**

While reality therapy incorporates common sense notions of consequences (“If you bring a gun to school you leave school”) there is a theory which underlies the detailed system of interventions known as environment and procedures. When these are used, the need for consequences, though not eliminated, is diminished. This misconception, the opposite of the one below, is the result of exaggerating one principle concerning the legitimate use of the fact that human beings make choices and decisions which impact themselves and the world around them.

**REALITY THERAPY HAS ABANDONED THE USE OF CONSEQUENCES**

If reality therapy is used properly and if an institution such as a school adopts choice theory as a philosophy, staff members need not concern themselves with the imposition or use of consequences. But, the contrary is true. When students of the Schwab school were unable to succeed in the mainstream classroom they were taught in separate classrooms. (Glasser, 1998a). **In The Language of Choice Theory**, 52 vignettes of which 8 or 15% utilize consequences are described. For example, when the child refuses to clean his/her room, the parent, using choice theory, says, “If you want some help form me, ask and I’ll be glad to pitch in. But I’m not going to clean it for you any more” (P.7). Clearly reality therapy has not abandoned the common sense real world principle that behavior has consequences.

**REALITY THERAPY IS SYNONYMOUS AND CONEEXTENSIVE WITH THE NAME WILLIAM GLASSER**

There is no doubt that to teach reality therapy is to teach the ideas of the founder. Still reality therapy and The William Glasser Institute are not cults. Others have contributed to the expansion and application of reality therapy (e.g. Greene, 1996; Sullo, 1997; Wubbolding, 1997). The system is wider than even the charismatic personality of one man.

**CONCLUSION**

Persons come to training in choice theory, reality therapy or lead management with many pre-formed ideas. They have often studied counseling methods and have a comprehensive and accurate picture of the system. However, many often have incomplete and inaccurate information about choice theory as well as the delivery system, reality therapy. I have attempted to list several misunderstandings I have encountered and to describe why they are inaccurate. I believe these might be controversial as some readers might disagree that one or the other is, in fact, a misconception. Your comments are invited.

**References**

Love: Ways to Find It and Lose It

Thomas S. Parish

ABSTRACT

The U.S. Constitution assures its citizens of domestic tranquility, but there are no guarantees mentioned regarding marital bliss (i.e., marital happiness). Apparently, the originators of the U.S. Constitution realized what they could provide, and what they couldn’t. In other words, marital bliss seems to only occur when its partners actually engage in various “hard work” choices that actually help to promote marital happiness, or at least don’t function to destroy it. The present paper will attempt to describe some of these “hard work” choices, through the use of information-giving questions, which, if correctly employed, should consequently facilitate the achievement of marital happiness.

Is marriage, as an institution, “on the rocks”? This question is posed because half of all marriages and one third of all first marriages are currently ending in divorce (Glasser, 1996). These high divorce rates seem to suggest that misery is quite widespread among married couples, so much so that divorce is often turned to in order to end a “bad situation”, or at least make sure that things don’t get any worse. Of course, divorce is really no panacea, but it usually does allow one to terminate something that may be perceived as no longer meeting one’s needs, and may, in fact, be creating new needs instead.

Notably, the present paper will not simply concentrate upon a few of the possible reasons that marriages fail, but will also examine some ways to bolster marriages too. After all, most people certainly found their marriage partner as need-fulfilling at least at one point in time, even though that may no longer be the case. So checking out what has been lost, and possibly recreating something similar again, may at least get the married couple out of the doldrums of despair, and back on the road to marital recovery.

Furthermore, this paper will seek to achieve these ends without resorting to long theses that seek to explain all of the world’s problems and what must be done to correct all such ills. Rather, this paper will take to heart the idea offered by Glasser in 1980 when he suggested that people rarely learn what they don’t want to learn, but that counseling or teaching will more likely occur when people who hurt or have a real interest to know and understand something actually discover a better way. In other words, what will be offered in this paper will be a series of simple information-giving questions that hopefully will convey needed input, and when that happens, appropriate changes should follow ... because living with misery just hurts too much, and ideas or questions that are perceived to possess some real wisdom and insight may provide would-be learners with something that just might be right for them in the situation at-hand.

Insights Regarding Sources of Stress and Unhappiness for Couples:

1. Did you know that if you open a quarrel between the past and the present, you will likely lose your future (Winston Churchill)?

2. Do you understand that when you argue with a loved one, you should be prepared to lose at least one of them?

3. Are you aware that it usually takes a long time to create a loving relationship, but it typically takes only a few minutes to destroy it?

4. Did you know that sticks and stones may break others’ bones, but NAMES will always hurt them?

5. Have you really been committed to your marriage partner, or just to the institution of marriage?

Insights Regarding Sources of Happiness and Joy for Couples:

1. Did you know that happiness comes from wanting what you have, and not having what you want?

2. Have you always looked for gold veins, even when silver linings would do?

3. Isn’t it easier to make beautiful music with someone you love, especially when you are both in one accord?

4. Do you understand that if you wish to enhance loving relationships you must see your significant other the way s/he wishes to be seen?

5. Are you aware that love is simply seeing in each other the fulfillment of your respective dreams?

6. Did you know that you should never tell a loved one what you think until you find out what s/he wants?

7. Have you ever considered the idea that eating with someone you love is the ultimate “happy meal”?

8. Do you understand that you must guard against pride and the desire to deride, especially if you wish to keep your bride by your side?

9. Are you aware that good down-to-earth people never dig up dirt on those they love?

10. Do you understand that it is very important for your significant other to be understood?

11. Wouldn’t it be a good idea to include with every loving relationship a NO-FAULT insurance policy?

12. Isn’t it true that reconciliation is rarely needed where there is really good communication?
13. Are you aware that likes (e.g. high fun/high fun; low freedom/low freedom) attract, unless they both seek high power, for when that happens, things tend to go sour?

14. Did you know that working shoulder-to-shoulder with your significant other usually puts you head-and-shoulders above everyone else?

15. Isn’t it your wish that your lover be your best friend until the very, very end?

These ideas, offered here via information-giving questions, are not intended to be exhaustive, but merely an attempt to provide the reader with some valuable insights regarding how to find love, or at least how not to lose it. Readers, of course, can pick out the ones that they believe will work for them and employ them as they see fit. For, in accordance with Glasser’s (1998) “Choice Theory”, we all must choose, and hopefully now the reader who has perused these special thoughts and/or educational moments should have some new and maybe better choices to choose from.

References

Addendum: Students and Self-evaluation (Spring ‘99)

The following was omitted from the article by Josipa Bašić in the Spring ‘99 issue of the Journal, pp. 28-31

“Everything that others tell us does or does not have to be the truth. One thing is certain - that it is not a part of our experience. Studying is done on many different levels, through books, teachers or self-education. As long as a person is transferring knowledge to us, the responsibility for the attained level remains his. He gains and he loses. How do we get to the position that we are our own teachers and that each of us gets as much as he can out of something that is available?

The level of activity in a program can motivate the user of such a program. Motivation can mean readiness to take responsibility and make selections, and in order to make choices, some markers and instructions or in other words, leadership must exist.

We all got this from Prof. Bašić. The actual leadership was so discrete that we often asked ourselves if such existed. Of course it existed, the proof of this is in the works from the various subjects which were completed with a high level of quality.

The first instructions of Prof. Bašić were so abstract that this immediately activated the almost automatic human hunger for structure. Man always thirsts for organization and structure because he feels lost and confused in its absence, he doesn’t know what he wants and where he’s going. Those were basically our feelings in the beginning, but not for long. The markers that we received were becoming very concrete, or in other words—very clear to us. We quickly understood that we were on the right track, the track to success. This was clearer to us because everything that we did in turn was an experience, a part of our work.

Every contact with Prof. Bašić and all the questions which remain in our memories, how do you see this? Where do you agree? On what basis can this be built upon and what can you do with this? This all gave us a good foundation for thought and for sorting out the materials that we gathered. What else remains? An excellent feeling that accepting responsibility for the work and for the time spent means accepting responsibility for success, because we all want to succeed. And thanks to the quality of leadership, we did succeed.

Contributing students: Kristina Ferderber, Martina Ferić, Ana Janjić, Valentina Kranželić, Danijela Šćaćar i Tanja Škrlec.

INSTEAD OF A CONCLUSION

What exactly is presented in this work or how is it possible to briefly classify it according to the ideas of RT, CT, and QM?

This work is partly the result of ideas of reality therapy, choice theory, (Glasser, 1965; 1998; Wubbolding, 1988), and quality school (Glasser, 1990) as well as quality management (Glasser, 1994, Wubbolding, 1995).

The ideas for the direction were based on:

- intrinsic motivation of the students;
- new methods of work to result in better student motivation, greater productivity, and greater quality of work;
- continuous evaluations, self evaluations of behavior, and work;
- more effective planning;
- students accepting responsibility for their behavior and work;
- creating conditions to satisfy everyone’s needs;
- accepting the idea that one can always improve;
- creating environments without criticism, belittling, and giving up;
- creating environments with conversation, listening and complete trust.

What to say at the end? After reading this work, you should be able to underline many concepts and ideas of which you are already aware.

I would like to underline the following:

- A high level of quality depends on the level of trust between the student and the professor (Glasser, 1998).
- The conditions of work should be set according to the saying “we can do it” (Glasser, 1994).
- Specific knowledge which creates our quality world becomes the essence of our lives (Glasser, 1994).

References
Guidelines for Contributors

a) Manuscripts should be submitted in triplicate to the Editor, Lawrence Litwack, Journal of Reality Therapy, at the editorial office address. In the case of a manuscript written by more than one author, the covering letter should indicate the name and address of the author with whom the editor should correspond - that is, the corresponding author.

b) Manuscripts must be typewritten double-spaced on 8.5x11 white paper. The name and address of each author should appear on the manuscript's last page. In manuscripts written by more than one author, the corresponding author should indicate the order in which coauthors name should appear in The Journal if the manuscript is accepted.

c) In accordance with the Copyright Revision Act of 1976, we are required to have the following statement in writing before we may proceed with a review:
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