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William Glasser
January 1993

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THE DEVELOPMENT OF
REALITY THERAPY IN IRELAND

Brian Lennon

The author was the first chairperson of the Institute for Reality Therapy in Ireland and lives in Dublin.

EARLY HISTORY

By 1994 we estimate that one in every five thousand Irish people will have done at least a basic week in Reality Therapy (RT). This is a remarkable spread of ideas in a mere nine years. This article sets out to tell the story of this development in Ireland and the author will attempt to identify factors contributing to this phenomenon as well as the lessons learned in the process.

It was in Cincinnati that Cork man Sean O'Dwyer made the first planned moves that would bring RT to Ireland. He had become certified in Reality Therapy in the USA and decided that it could meet Irish needs at home. He wrote to Dr. Glasser and promptly received his full approval. Sean then approached several Irish organizations most of whom did not show much initial interest. He persevered, and eventually Arthur Dunne, Chairperson of the Institute of Guidance Counsellors, took up the invitation to introduce Reality Therapy to the members.

During one of Sean's holiday trips home, he and Arthur met in Dublin and their planning session led directly to Dr. Glasser's first visit in 1985 together with his wife Naomi. He gave an introductory day on Reality Therapy and its then new basis in Control Theory (CT). A group of those present decided to do a follow-up basic week taught by Dr. Glasser himself.

On his return to the USA, Dr. Glasser followed up on our interest by inviting senior faculty member Suzy Hallock to take charge of further training in Ireland. She has been a wonderful catalyst in this process and her ability to understand a totally different and complex culture has been central to her successful work here. Irish attitudes to life, to time and to social interaction differ considerably from what she was used to in Vermont but she learned quickly. Indeed, she soon discovered that "crack" is one of the basic needs in Ireland (where the word means "fun"), and that there was more than one reason for Ireland's reputation as "the land of time enough".

At a professional level, RT's pragmatic simplicity, its powerful effectiveness and profound respect for the individual had an immediate appeal for Irish counsellors. The language of RT had a warm human directness rather than a remote academic aura. In practice it was a down-to-earth no-nonsense approach. There was no attempt to be eccentric or mystical. All of this had a strong appeal to people interested primarily in effective and efficient ways to helping others. The dual relevance of RT/CT to counseling and education enhanced its value to its first Irish trainees.
In addition, the training structures suited the Irish group’s working life-style very well with intensive courses in summer and part-time study through the winter. The initiative of Sean and Arthur, the generosity of Dr. Glasser and Suzy Hallock, the relevance of RT/CT to Irish needs, the competence of the Institute of Guidance Counsellors and finally the creation of our own organization were all key components in RT’s taking such firm root in Ireland.

In acknowledgement of William Glasser’s contribution to Guidance and Counselling here, the Institute of Guidance Counsellors awarded him an Honorary Fellowship in 1990, the year that celebrated the 25th anniversary of the publication of “Reality Therapy”, the book.

THE INSTITUTE FOR REALITY THERAPY IN IRELAND (IRTI)

With the first group of 9 Certified Reality Therapists as a nucleus, the Institute for Reality Therapy in Ireland was founded in September 1987. The members were Brian Lennon (Chairperson), Carmel Solon (Correspondence Secretary), Eileen Boyle (Training Coordinator), Arthur Dunne (IGC Liaison), Ray Mooney (Treasurer), Anne Gill (PR), Brendan Hester (Newsletter Editor), Ruby Morrow (Resource Officer), Marie Rooney (Minutes Secretary) and Tom White (Assistant PR).

Each and every member of this committee had a heavy professional work load but such was their enthusiasm about RT that they have all given a lot of time and good work to its development in Ireland. New committee members since then have been Mary Reid, Joan Meade, Eileen Hearne, Ann Talbot, Sr. Josephine Dempsey, Jimmy Woods, Marcella Finnerty, Evelyn Cooper, Sr. Claire Sweeney, Pam Lorenz, Stephen Dollard, Michael Crossan and Mary Johnson.

As a group the IRTI committee has clarified a wide range of administrative matters: committee roles, dates and venues for courses, trainers, PR literature, a Newsletter, Training Information Bulletin, Publications list, Ireland Fund Proposals, practicum supervisor training, Intensive Week Instructor training, fee structures, IRTI membership structures, code of ethics, talks, workshops and courses. In each year of our existence we have chosen one or two areas to develop attending at the same time to ongoing priorities. All of this is a tribute to the teamwork and remarkable generosity that has characterized the IRTI committee.

A very important development here has been the growth of the regional branch system. Small groups of certified people had been meeting with increasing regularity around the country and the clustering of these first sessions in Dublin, Cork and Waterford led to the first three branches in these key cities. There was a big boost to further growth when the members at their Annual General Meeting voted that IRTI membership should require a minimum of ten hours professional development per year. With this in mind, branches in Dublin, Cork, Waterford and Galway aimed to have at least five two-hour meetings per year.

There are several advantages to having this branch structure: members keep in contact with RT/CT colleagues in their localities, professional development is ongoing, referral lists can be provided on a local basis and, after the International Convention of 1994, our own annual national convention will be hosted by each region in turn. The IRI committee acts as a central co-ordinating body mainly for courses since the branches practically run themselves.

COURSES

At the time of writing there have been 74 Basic, 26 Advanced and 20 Certification groups. Over 840 people have done Basic weeks and 189 of these have completed Certification. Included in these numbers are courses in England and Spain. Among our trainees we have had Irish, Spanish, English, Scottish, Austrian, American, African, and Canadian participants.

It was mainly Irish Guidance Counsellors who first trained in Reality Therapy in Ireland. In RT’s first six years of growth here we have seen a wide variety of careers represented in the courses: social workers, probation officers, secretaries, teachers, nurses, housewives, nuns, priests, doctors, principals and others.

About one half of those doing basic weeks continue to advanced with about one third of the original numbers reaching certification. It is our experience that those doing “closed” weeks are a little less likely to continue to certification.

The biggest groups among those doing basic weeks are teachers, guidance counsellors and nurses, in that order. In our certified ranks we have 46 guidance counsellors, 31 teachers and 17 nurses. Coming close behind these groups are people working in addictions and employment work. At all levels of RT/CT training here, the female/male ratio is about 2:1.

At faculty level Ireland has six basic week Instructors, eight advanced practicum supervisors and seventeen basic practicum supervisors.

Such is the demand for courses that we still avail of the help of American Instructors, Suzy Hallock, Dick Pulk and others.

Initially growth had been slow but, as soon as we had our own Irish instructors in 1990, the number of people doing basic weeks rose to around 150 per year and has stabilized at this level. Apart from the enthusiasm arising out of Dr. Glasser’s lectures here, we have never engaged very actively in promoting RT by way of introductory lectures. There were several reasons for this.

First was the difficulty in providing sufficient instructors for courses. Second was the more serious shortage of practicum supervisors to deal with the follow-through from courses. We believe we have a responsibility to promote according to our follow-up capacity. Third was the simple fact that RT’s reputation was spreading as fast as we could train faculty to look after the demand.

Our experience would suggest that the development of RT in a country depends firstly on being introduced into a strong organization that has a
definite need for practical counselling skills and also has ready-made structures and skills to organize training. From the very start it would be important to establish a solid base of practicum supervisors. Eventually a ratio of at least two supervisors for every instructor will be the minimum to ensure a steady growth rate.

**INTERNATIONAL CONVENTION 1994**

One big event in the Irish RT calendar is the International Convention of 1994. We anticipate having colleagues and their families from the USA, Canada, Iceland, Japan, Slovenia, Croatia, Scandinavia, Australia, England, Spain and many other parts of the RT globe. As the first RT Convention outside of North America, this one will be a truly international event. As the convention motto, the adoption of an old Irish proverb “Ni neart go cur le cheile”, “Together we are strong” reflects the spirit of the convention, of the Institute itself and, indeed, of our work with clients.

As RT continues to thrive in Ireland and throughout Europe it is primarily children who are benefiting from the improvements in counselling and education. Hopefully RT will contribute to the development of a new generation of people who are more responsible in themselves and consequently more sensitive to those around them.

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**VIOLENCE IS A CHOSEN BEHAVIOR**

Elijah Mickel

The author, a frequent Journal contributor, is director of the baccalaureate social work program at Delaware State University, Dover, Delaware.

For those of us who look at an environment and see violence as the choice of those who live within that environment, intervention must be in the area of reducing, if not eliminating, the oppressive conditions leading to choosing violence. We must not, and I cannot emphasize this too strongly, choose coercive methods (violence) to end violence. According to Mickel (1993, p. 24), “All constructive efforts toward intervention are based upon this involvement. This provides the psychological environment necessary for change. The environment must of necessity include training which focuses upon knowledge and values. These are critical factors in the formation of need fulfilling pictures and the subsequent behaviors.”

Violence is the exertion of physical force so as to injure or abuse. According to Black (1968, p 1742), violence is “unjust or unwarranted exercise of force, usually with the accompaniment of vehemence, outrage, or fury.” The National Center on Child Abuse and Neglect defines child abuse and neglect as, “a child whose physical or mental health or welfare is harmed, or threatened with harm, by the acts or omissions of his parent or other person responsible for his welfare.” Faller (1981, p. 7-8) insists there are four requirements that must be met to define child maltreatment. These requirements are first, definable parental behavior directed toward the child; second, some demonstrable harm to the child; third, a causal link between parental behavior and the harm to the child, and finally, the maltreatment is determined to be sufficiently serious to warrant intervention.

Kempe and Kempe (1978, p. 6) relate, “Physical violence implies physically harmful action directed against the child; it is usually defined by any inflicted injury such as bruises, burns, head injuries, fractures, abdominal injuries, or poisoning. Inflicted injury requires medical attention whether the child receives it or not.” This family violence is need fulfilling behavior. Individuals, families, communities and societies must meet their basic needs. These systems tend to tolerate, if not encourage the use of physical force in correcting or modifying behaviors. According to Landau (1984, p. 12), “Despite demands made on parents, child abuse could not exist in our society to the extent to which it does if some violence toward children were not deemed to be within the range of socially acceptable behavior.” Violence is a socially acceptable, although irresponsible, way to meet our basic needs.

Humans have five basic needs - survival (physical) and four psychological (belonging, power, fun, and freedom) (Glasser, 1984, 1972). The basic
needs are the determinants of behavior. They lead to, but do not cause, violence. If we do not fulfill our needs without violence, we will choose violence.

In addition to the physical and mental needs postulated by Glasser, there exist for many, if not most people, needs on a spiritual level. Spirituality is especially significant for those who would work within the African American community (Mickel, 1993). The root of spirituality is the belief in the divine image (Mickel, 1991). The belief of divine image posits that one is born in the context of possibility. It relates that errors can be corrected through teaching and subsequent self-corrective practices. This belief is the essence of what one does as a counselor or therapist - persons can choose to change if they obtain enough information. It provides the foundation upon which intervention is built. In order to intervene, one must believe that it will result in a possibility of positive change.

This divine image posits that one has both a physical and spiritual self. It is on the physical plane that one must fulfill the physical and mental needs. The spiritual self is the higher one whereas the physical self belongs to the earth. This principle explains, to one who wishes to work with the African American community, the existence of the spiritual level within which exists an environment as distinct and significant as the physical realm.

The divine image is also expressed (as a behavior) through Imani which is faith, the bedrock principle. It is through faith in ourselves and our humanity that we can move to a balanced harmonious natural order within the universe. We must have the faith to have the consciousness to investigate, delineate and invigorate ourselves, our families and our communities. It allows us to climb mountains which seem inaccessible and to reach the summit of successful behaviors. Our faith refines our reverence for the earth itself; we must protect and preserve the environment to insure our harmonious relationship to the natural order. If we are to fulfill our needs successfully, we must exist in a need fulfilling environment.

The divine image of humans is people-centered, suggesting if one is to be successful with intervention, one must begin where the person starts. It posits that one cannot work, wholistically, without including the mind, body and spirit in the change process. Any analysis of this position also includes an understanding that oppression is in direct conflict with the premise that one has a "divine image." The concept of divine image takes a position that one has an obligation to oneself as well as others. A people who will not make choices for themselves are destined to remain enslaved forever. We must set our own standards based upon the possibility of meeting our needs, wholistically, in a responsible manner.

Driven by needs, particularly power and freedom, people struggle to take control of relationships. This struggle is often quite visible in the parent-to-child and child-to-parent conflicts found in child abuse and neglect situations. Although these events occur, effective control is possible and also viable. Fundamental to effective control is the knowledge that parents and children are responsible for choosing their behavior. Once this knowledge is acceptable, it must be accorded a positive value. Behaviors that are valued are sought after for their own sake. One seeks to behave as a result of choice, and not as a result of some external manipulation. All behavior is internally motivated, and therefore people are responsible for the choices they make (Glasser, 1984). We must therefore evaluate family violence (child abuse and neglect) in this framework.

Violence is a chosen behavior. It is chosen in the desire to solve problems. Where does this choice, as the most effective means to solve the problem, originate? For many it begins with learning. They are taught that when one is confronted with a problem, violence is the best solution. According to Williams (1990), "Adding to the stress that many of today's children face is what psychologists call the "mean world syndrome." From watching the repeated showings of murders on TV news as well as facing bullying and threats on the streets, they come to believe that brutality and crime are a constant threat to them." Therefore, violence becomes the solution to this threat.

They are also taught that if it is not the best or first solution, it is a solution to be utilized when all others fail. Think of what people teach their children through violence based discipline (spankings, slapping, hitting). Many times the caretaker will, along with the violence based discipline, say "I've tried everything else but this is the only thing that works with you." This is a message which promotes the use of family violence. It is a lesson well learned, and many children taught that lesson opt to continue the teaching with their own children, spouses and acquaintances.

Violence is chosen. It should be noted that the author in working with families that use physical punishment has been confronted with "it worked with me and I turned out alright." Many persons are not willing to confront the issue of violence in child rearing as a non-effective method. Fear is not conducive to meeting our basic need for love and belonging. It is through love and belonging that one enters easiest into the quality world. Choosing abuse or neglect is antithetical to entering the quality world.

Violence is a chosen behavior. In attempting to meet our needs in the real world, we behave to match our ideal picture of what is fulfilling with what we have. Joyce Ladner (1990), vice president for academic affairs at Howard University, wrote "But it is important for us to understand and acknowledge the roots of the anger now unleashed upon society. You don't have to be a bleeding heart to understand how serious it is that a lot of young people never formed primary relationships with other human beings during their early years." When the need is to belong and love but we have no real world correlate, it is frustrating. That is, we have no effective behaviors which lead to fulfilling our needs. If we do have images which meet our need for love but these pictures are unfulfilled, we must behave to meet these needs. If we have no pictures which are available we continue to behave. We then give up on the responsible and choose irresponsible actions to give us a sense of control. Angering (choosing to be angry) is a common response. It is chosen to help meet the unfulfilled needs. Another common behavior is giving up (Glasser, 1972).
Why do some people give up? It is easier than to continue the struggle when there is a perception that it will require too much effort to continue. Giving up provides hope on a different level. It gives hope that through the giving up will come relief from the perceived misery of not having and of believing they will never have what they need. It hurts more to keep trying when the effort always seem to fail. You see no results of your efforts, therefore it pains you to continue. You may not give up completely but settle for less or choose a symptom. (Glasser, 1972).

Violence is a symptom. It is an indicant that irresponsibility as a way to deal with frustration is the best that the person can do at the time. That simply means that persons choose violence to indicate that they are giving up on their problem solving plan, and choosing the only alternative they perceive is available to them. Lynch (1992, p. 50) has asked, “When the socioeconomic conditions under which a people live are not progressive, what do they do? When institutions that govern people's lives are destructive and non-developmental, where do the people turn? When the society socializes a people through oppression, what will bring positive change in their lives? When the government and institutions that govern their lives don't give a damn about their development, how do the people respond?”

It should be emphasized that people always choose the best available behavior in every situation. This behavior may not be what we would choose but it is their best attempt to fulfill their needs. Many times if people had additional information about available resources another choice would be made. According to Fanon (1967, p. 145), “In every society, in every collectivity, exists — must exist — a channel, an outlet through which the forces accumulated in the form of aggression can be released. This is the purpose of games in children’s institutions, of psychodramas in group therapy and, in a more general way, of illustrated magazines for children — each type of society, of course, requiring its own specific kind of catharsis.”

In the final analysis, we all do what we do to meet our needs. People choose violence because it helps them to meet their needs. An example of this very issue is an article written by Courtland Milloy, where he castigates parents for not being as involved in trying to solve the problems of violence in our streets among young persons. According to Milloy (1991), “Many who have managed to distance themselves from the carnage may protest. Those are not our kids who are killing and robbing. Children of the black middle class go to Harvard, Howard, Morehouse and Yale. The black upper crust obviously take care of its own. But those who promote such an attitude should be slapped upside their heads and reminded of where they came from — and how they got to where they are.”

Violence is chosen. It is presented through the reorganization system as a creative behavior used to address the presenting problem. Through the process of reorganization, creative, new behaviors are constantly being made available to each individual. According to Glasser (1984), “Reorganization is viewed as a kind of churning pot of disorganized behavioral material, a maelstrom of jumbled feelings, thoughts, and potential actions that are in a constant state of reorganization.” This process creates a plethora of new ways to act, think and feel in response to perceived barriers. Violence is but one of the creative ways to behave when confronted by an obstacle. This system only presents the many possibilities one may choose to deal with conflicts. It is up to the person to decide which form or method to utilize to problem solve.

The first step in choosing violence is criticism (see Figure one). It is the perceptual preparation necessary to transform someone in order to justify ill treatment. This criticism usually begins with self but it can also be directed to a significant other. According to Hopps (1987, p. 468), “Violence is among other things a sign of critical unrest, of a perceived inpotence or devaluation so comprehensive that only striking out can restore — however briefly — a sense of mastery or even of self.”

The second step is labelling. Labelling is a method to distance oneself from others as well as to dehumanize the object of the violent acts. According to Ryan (1971, p. 10), “Automatically labelling strangers as savages, weird and inhuman creatures (thus explaining differences by exaggerating difference) not infrequently justifies mistreatment, enslavement, or even extermination of the Different Ones.” This allows one to transform anger to action with less guilt. We often recognize that angering is a chosen response. It is important here that we remember free will.

10

VIOLENCING

DIRECTED

VIOLENCING

FREE WILL

SELF

CRITICISM

LABELLING

SELF DIRECTED

OPPRESSIVE ENVIRONMENT

DEPRESSING

OPPRESSED OTHERS

NEED FULFILLING ENVIRONMENT

COERCING

NEED FULFILLING BEHAVIORS

TRANSFORMATION

READINESS

REORGANIZE

RT/CT

SIGNIFICANT OTHERS

ELIJAH MICKEL, D.S.W., C.R.T. (C) 1993
Free will (Mickel, 1991) means that humans are free to act as they will and may choose good or evil. People have options when they take action and must learn to accept responsibility for the choices they make. This free will is grounded in moral conscience, and persons will make responsible choices when they have knowledge and values which lead them in that direction. Awareness of knowledge and values is essential to discerning how free will influences perception. Together they form a significant part of the perceptual system and thus significantly affect subsequent behaviors. Behavior is organized around the control of perceptions (Powers, 1973).

This free will is acted out within the environment. If the environment is oppressive, the choices are limited by the extent of the oppression, and the perception of what is available, at the time, may be violencing. In a need fulfilling environment, violencing may not be the immediate choice when angering. Depression is the next choice in moving toward violence. It is the last best attempt to keep violence under control. When the individual chooses to stop depressing, the resultant action may be expressed through acts of aggression.

There are several steps one may choose to address violence. We must recognize that violence is a chosen behavior. As a choice, we have control over its exercise. We can choose not to be violent. In order to accomplish this, we must teach:

- Violence is an irresponsible choice and as such we can choose a more effective behavior;
- We put labels upon people and things; we can remove them;
- Because it is different does not mean it is "bad";
- There is no way we can control the world around us, but we can choose our behaviors in response to the world, and
- Although we cannot always get what we want, we can always get some of what we need.

In the place of violence we can choose to act responsibly in order to meet our needs. In the final analysis all any of us can do is behave. We behave to meet our needs. These needs are ever present and the drive to fulfill them is insistent. Although we cannot choose our needs, we can select our behaviors utilized to fulfill them. This is where we can choose not to use violence, but another way to responsibly act in the real world.

We must do an evaluation which will lead to the transformation of that environment. For the family, it is that use of violence which lends itself to the development of abuse and neglect. If we intrude upon a need fulfilling environment with coercing, it will lead to violencing behavior. The answer is a transformation to a need fulfilling environment, utilizing the concepts of reality therapy and control theory.

We must move to reorganize the environment leading to a change in behavior. One example of this process is parent assistance workshops (P.A.W.S., Mickel, 1993) which develop a methodology to work with parents and their children to address changing the environment to deal with issues of neglect and abuse. A change in the environment provides the readiness to use the concepts of reality therapy and control theory to trans-
INTERVENTION WITH THE CHEMICAL DEPENDENT INDIVIDUAL
Suzy Hallock-Bannigan

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"The end of your rope is a very holy place."
— Anonymous

When John O'Neill, Executive Director of the Alcoholism and Drug Research Center,¹ published a Special Edition of Science Matters about alcoholism, he included the above quotation. It seems an appropriate metaphor for readiness, timeliness, and the appropriateness of a loving confrontation which has come to be called “the intervention.”

Widely known in treatment centers and mentioned by authors in the field (such as Claudia Black, Sharon Wegscheider, and Mary Ellen Pinkham),² the intervention has been seen as a process by which members of a family system who have adopted and learned “survival roles” come together and create a crisis, sometimes called a “false bottom.” Glasserian concepts suggest that an addict,³ such as an alcoholic, enters a positive feedback loop in the brain with the addictive substance. Since negative feedback does not occur in the “normal” or predictable way, it is possible that the intervention helps create negative feedback in the mind of an alcoholic.

Glasser explains a positive feedback loop as the feeling-good payoff of seeking something in the real world which matches a picture in your head (or reference perception or quality world) which is satisfying. For me, this might be pasta pesto, raspberries, or even MacVitae’s tea biscuits! As I go out into the real world to find and satisfy my appetite for these preferred foods, when I actually locate and taste them, I enter positive feedback. This message tells me I have had enough and it is time to stop eating raspberries.

If current research indicators prove correct, it is likely that variations in the neurotransmitters (such as dopamine, serotonin, and some of the endorphins) are involved in the physiology of an addict (which may well prove to be the component which drives the total behavior). Dopamine involvement in the satisfying and rewarding feelings associated with alcohol use implicates the medial forebrain bundle (MFB) in that it’s been suggested alcoholics have a special sensitivity to alcohol-induced euphoria which involves dopamine receptors in the MFB.¹ Indeed, Dr. Richard Lefevre of the Promis Recovery Centre in Nonnington, England, maintains that it is likely alcoholics have an extra dopamine receptor which has the effect of each cell “sucking” up extra dopamine rather than passing it along the synapse.⁴ Questions have been asked about a gene form which invites the production of the dopamine receptor in the brain. One report documented evidence of an increase in the A1 allele of the D2 receptor gene in the brains of alcoholics; O’Neill reports that the researchers, based on records and autopsy reports, found a “surprisingly strong association” between the presence of the allele and alcoholism.⁵

Whatever happens physiologically in the brain of the alcoholic, Glasser suggests that the addict does not enter negative feedback with the substance. Citing alcoholism on a continuum of illness from Level I (passing virus, common cold from which recovery is usually complete and expected) to Level V (typically fatal — there are no behaviors one can choose for recovery), Glasser places alcoholism at Level II. Allowing the possibility of genetic influences, there are, nevertheless, behaviors an individual can choose to manage the illness and live a good life.

The literature cites alcoholism as a primary disease with chronic and progressive implications unless management intervenes. Potentially fatal, the disease has come to be known as a “family illness” since family members choose behaviors to adapt to the alcoholism in a variety of behaviors. Now known as “survival roles”, these behaviors represent the family member's organized, learned behaviors for coping with the drinking patterns of a family member. With the addict seen as the “dependent”, other family members, sometimes preoccupied with the feelings of being responsible for the welfare or behavior of another person, are called “co-dependents.” It is this group which most often constitutes the basis for an intervention team in O’Neill's model.

Other useful people may be invited to participate in the team meeting which, if successful, gives the alcoholic a sense of “negative feedback.” Working with an interventionist, the family decides in a conference or family meeting who all the players will be. During the planning conference stage, the entire effort is planned and one of the interveners is chosen or appointed as the contact person.

As potential participants are identified, plans begin to recruit and encourage potential interveners. This is often a challenge since many people may be geographically and/or emotionally separated. The intervention counselor is committed to breaking the “no talk” rule which has been widely documented in the literature. The group now begins to talk about a shared dilemma.

The counselor plans and facilitates a meeting to educate the interveners. Incorporating community resources, videotapes, reading excerpts, and/or journal writing, each person’s role is defined, and each person is invited to assert individual needs and wants in the process.

The intervention counselor further invites, encourages, and supports each person’s own recovery process. Getting help for co-dependency may
The group, individually and collectively, evaluates each person's need for programs, or other consultations as may be useful for any particular group. The group, individually and collectively, evaluates each person's need for support and help in the process. Truly, the intervention occurs within the entire system.

O'Neill cautions that the intervention environment is replete with the atmosphere of love, truth, and honesty. Once the counseling environment is well set, the interventionist begins to instruct, lead, and facilitate the writing of the intervention statements, or letters. Working meetings are held in which the counselor and group members actually work on the drafting of these letters.

Here is a sample of an intervention statement made by a mother in her forties to a son who is 19 (names have been changed):

When I got home from the rehearsal dinner for Donna's wedding, I peeked in on you. Your friends were still awake (it was about midnight) and they were afraid for you. Cherie said that you had a lot to drink, staggered and fell and hit your head on the table. She said she saw you drink four double martinis, and Paul said you drank beer, vodka, and smoked some pot. I looked at you and you looked pale, almost dead. I got really scared. I called the hospital and the nurse said to check your pulse rate and see if your pupils responded to light. Your pulse rate was way below normal and your pupils did not respond to a flashlight. We called the ambulance and took you to the hospital. I followed the ambulance with a lump in my throat. I was shaking so much I could hardly work the gas and brake pedals. The doctor said you were "dead drunk." I am so scared for you, Len, and I love you so much.

When O'Neill trains the group in the writing of their statements, he cautions, "Take the judgment out and put the love in." He calls intervention a "martial art" and a little like "trying to keep the puppies in the box!" A careful, systematic documentation of the alcoholic's violation of their own values can be useful, and in a sense, O'Neill claims that one actually uses the other person's strengths "against them." (Speaking paradoxically, of course, since the intervention is actually for them!) O'Neill teaches the interveners that alcoholics will have a deluded memory system ("I had no idea it was that bad"), and that the disease will constrain their empathy skills. He prepares the group for comments from the alcoholic such as "I really didn't think anyone still cared," or "I had no idea there was a way out of this." The counselor stays centered and helps prepare the others in the group to stay on focus too. This is accomplished by the careful training of repeatedly asserting a core message.

The core message has four parts. The first is caring. With the constant clear message of a loving concern, the communication signal sent to the alcoholic is "I care." Then observational data is added as evidence that chemicals were involved in specific incidents which were painful. Given in a "here's-what-I-see" spirit, the examples are non-judgmental. Then there is an invitation to reach out and access help (such as the treatment center). Arguments are avoided, and the counselor uses potentially alienating comments as bridges or transitions back to the repetition of the core message. As the final (exit) stage is reached, the message is "Let's go." O'Neill says he tries to set up a win-win dynamic. The addict wins, the group wins.

During the training session, O'Neill demonstrated several approaches for re-focusing when the alcoholic attempts to distract, sabotage, and resist:

- "So, the issue is that I haven't said enough to convince you to go for treatment, huh?"
- "So I guess the issue is that I haven't spelled this out as best I could, huh?"
- "OK, so the question you have is whether I have a right to be here — is that it?"

By constantly reframing differences to an issue or a question for the continued negotiation, a collaborative spirit is maintained and the atmosphere of love and caring can prevail. A favorite response used by O'Neill is converting resistance as a bridge back to the core message: "Well, that's an interesting subject, but what is more important to this situation is . . ."

The message given to the entire group throughout the process is that alcoholism is a disease, like diabetes (indeed, Glasser categorizes the two at the same level as well). "It's not your fault. You can't control that (Lenny) has it. You can control what you do about it."

Possibilities for reframing potential pit-falls in the intervention exist whenever the intervention is vulnerable to what may be experienced as criticism or coercion. Returning always to the invitation to detach from the drinking or drugging behavior, the intervention counselor might relabel and say, "There's the disease trying to get us again." In choosing to use this reframe, the CDP is not irresponsible, nor a liar, but is seen as a person who now has an opportunity to out-wit a disease.

O'Neill teaches that intervention is a process and not just an event. More and more he is convinced of the neurochemical data in current research on alcoholism, and he estimates that 1 out of every 3 Americans are "emotionally abused" by someone using alcohol. "This disease," he says, "takes once lovable people and leads them to do unlovable acts. It drives people who love them away from them and they die lonely." As to identifying and recruiting the interveners, he searches for someone who loves and respects the alcoholic, and someone the alcoholic loves and respects. He also searches for someone who knows the facts, and he welcomes someone who has power and influence (such as a supervisor, manager, or department chair).

It's my experience that successful sessions of any kind, (including couples, family, and alcohol or drug use intervention sessions) lack criticism and are characterized by Glasser's definition of a good, close relationship: caring, respect, and mutual goals. Seeing criticism as destructive to success, Glasser has noted that criticism can be verbal, and it can even be "looking
at each other with disgust, disdain, and even hatred . . . When we turn away or won't talk or listen, we tell others they are worthless to us.**' To make a point of not listening to another, to behave as if the other person isn't there, is "rude and painful."* Criticism is often accompanied by coercion and poor tactics, designed to "force" another person to choose a behavior congruent with our expectations and hopes. Because the intervention is so critical for the addict/alcoholic, special care must be taken to assure the tone of the intervention remains as characterized by love more than power.

The role of the intervention counselor is useful because of the opportunities for guiding the group and members of the collaborative group are guided by an awareness on the part of the CDP hears and observes the impact of previously chosen behaviors and receive more and better information in an intensified environment; that is, the CDP bears and observes the impact of previously chosen behaviors and may choose to reevaluate those behaviors. The role of the intervention counselor is useful because of the opportunities for guiding the group and facilitating certain choices, such as facial gestures, non-verbal expressions of love, negotiation strategies, and the use of empowering information.

Appropriate interventions target the typical denying protestations often used by CDPs who tend to minimize episodes and frequency of use. The intervention counselor invites the CDP to evaluate the incongruence in total behavior; for example, the client may feel love toward his children, think that he is a good carpenter, but choose as a consequence of drinking episodes to lose time (and money) on the job, and not show up for a child's play or team practice. So, in the affirmation of strengths of the client, the intervention counselor might say, "You know you are a very good finish carpenter. You have a good knowledge of wood and tools — raised panels are a specialty and people like the look of them in renovations of old houses. But, at the same time, you've been late in completing work in two of the houses because of missed time on the job." Using the information about strengths and juxtaposing it with the reality of observable, factual behaviors can contribute to the identification of the problematic situation: you are missing an increasing amount of time on the job. Missing time on the job and/or compromising the quality of work or its production is one of the indicators of chemical dependency.

Thus stated, the information is offered in such a way that it is simply a fact. Neither destructive nor coercive, the counselor contributes to a compilation of facts-as-information so that the CDP can better self assess. So many facts are thus presented, that when the invitation to exit (to a treatment program or regimen) comes, the CDP finds minimizing or denying ineffective behaviors. A well timed, well done intervention provides an invitation to reorganize and take alcohol — or whatever chemical is at the center of disease-mismanagement — out of the Quality World, or, at least learn to live a life without generating behaviors to satisfy that picture. In a sense, the picture may linger long, mostly in the memory. Future research may yield more information about the true nature of physiological craving.

O'Neill comments that the lyrics to "The Rose" guides his work. For the alcoholic and those who love the alcoholic "the night has been too lon-

ly and the road has been too long." In the intervention, a loving and carefully planned session done with respect helps the alcoholic accept with dignity that holy place called the end of the rope.

*The terms addict, alcoholic, and chemically dependent person (CDP) are used interchangeably in this article.

References recommended by John and Pat O’Neill


TWO COMPATIBLE METHODS OF
EMPOWERMENT: NEUROLINGUISTIC
HYPNOSIS AND REALITY THERAPY

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Being certified in neurolinguistic hypnosis as well as in Reality Therapy, I have noticed the common ground shared by these two methods: the aim of empowering a client to gain greater self-control. In this article I will demonstrate the compatibility of these two therapeutic methods.

THE BASIS OF NEUROLINGUISTIC HYPNOSIS

Dr. Milton Erickson (1901-1980) is considered the father of modern hypnosis. He advocated that various types of hypnotic trances are uniquely powerful tools by which the therapist enables a client to bring about a change so that new choices can be made. This change is called a “pattern interrupt.” Old habits are interrupted so that the client can freely reorganize her/his behavior and move in a new, more productive direction.

Erickson believed that the client is partially blinded by a self-induced hypnotic trance which generates negative behavior: this trance gives the person a severely limiting, distorted view of both her/himself and the world. The hypnotist simply helps the client create a different trance which allows the person to see more clearly and thus to develop more effective behavior: this new trance allows the person to make her/his resources more available in new need-satisfying courses of action.

In Ericksonian hypnosis, the client learns to stop blindly following an accustomed pattern of action which dooms the person to the habitual cycle of self-defeating behavior. The client may feel miserable in this cycle but has, up to now, remained there because the cycle is at least familiar territory. The hypnotist helps the client muster enough courage to break out of the self-sabotaging comfort zone by introducing the client to a new, more empowering strategy: “If at first you don’t succeed, DO something else.” The client’s goal is not abandoned, but the ineffective behavior which is not getting the client to the goal is replaced with more efficient conduct.

After studying Erickson’s hypnotic methods, Richard Bandler and John Grinder developed neurolinguistics. This is the formal study of self-talk, the way the brain hypnotizes itself as it processes information from experience. According to neurolinguistics, the mind acts as a computer sorting information in different ways and in different memory banks: unpleasant experiences and ideas are sorted negatively, much like the red filter of Dr. Glasser’s chart; neutral experiences and ideas are sorted neutrally, like the green filter; and pleasant experiences and ideas are sorted positively, like the yellow filter.

Using Control Theory terminology, we would say that the neurolinguist intervenes first at the sensory level and then also at the knowledge and value filter levels. By doing this, the hypnotherapist helps the client change incoming perceptions. Moreover, the therapist also helps the client make alterations in her/his mental filing or sorting system where the client stores what, in reality therapy, we call the pictures in the Quality World. Thus, at the point where the incoming perceptions and the internal quality pictures are compared and judged in the balance, a totally new self-evaluation can occur. The client sees the world and her/himself so differently that completely new behavior can result.

The principle of neurolinguistic hypnosis is that we are entranced by our own distorted value filters. In other words, we are unaware that we are, in fact, creating those filters, and we act as if the misrepresentation we see through those filters is objective reality. However, when we become aware that we have hypnotized ourselves with our own deceptive filtering systems, we are capable of more and better choices because we free ourselves from automatic or knee-jerk judgments. We realize that experiences are neither pleasant nor unpleasant. They are simply events that include sensory information. When the neurolinguist helps a client alter the sensory information by altering the knowledge and value filters, the client’s perspective is also changed, allowing her/him to redirect life toward better need-fulfillment. The new behavior that is generated allows the client to more effectively realize her/his quality pictures.

If we understand the filtering system that we are using, we can control and even change that system. The empowerment that this understanding brings is common to neurolinguistic hypnotherapy and control theory. I will now outline the ways in which these two methods parallel each other. Because there are almost as many techniques as there are hypnotists, I will avoid discussing specific hypnotic methods. Instead, I will attempt to give an overview that will show how the two methods are compatible.

SIMILAR OUTLOOKS OF THE TWO METHODS

The client is out of rapport with her/himself — otherwise, she/he would not be seeking therapy. By establishing involvement, the counselor helps the client to accept her/himself for perhaps the first time in her/his life. The client is helped to recognize her/his own needs and pictures. Sometimes merely acknowledging the pain, the problem, or the negative behavior is more important than finding the cause. Thus the focus of neurolinguistic hypnosis, like that of reality therapy and control theory, is not WHY the client has a problem but WHAT the client can do now to regain self-control.

Therapy is not magic. It simply provides an environment in which the client is empowered to be the source of her/his own healing. The neurolinguist helps the client to get back in touch with her/his own potential by overcoming self-limiting, erroneous beliefs which can control the client’s life. These beliefs are represented by the thinking wheel of Dr. Glasser’s car. If we can change the direction of the thinking wheel, we change the direction of the client’s energy. In neurolinguistics, the new thinking
becomes positive, present tense, personal, and empowering as it answers the questions, “Who am I?” and “What can I do?” Instead of spinning the rear wheels trying to answer the question “What happened to me and why?” the client can retake control of her/his own life by focusing on what s/he can accomplish right now. This sense of imminent internal control is essential in both neurolinguistic hypnosis and reality therapy.

Even though the client has all the resources necessary for change, s/he may not be meeting her/his needs. Neither the hypnotherapist nor the reality therapist gives answers or solutions but evokes the resources which are already present; once the client regains access to these internal resources, s/he can create change in order to fulfill her/his needs. Despite the common but false impression that hypnotists magically impose external will on their clients, the true basis of neurolinguistic hypnosis is that change occurs from within — it is EVOKEd by the therapist but it is CREATED by the client. All professional hypnotists would agree that true hypnosis is actually self-hypnosis which capitalizes on the client’s innate but previously unused or dormant resources.

By helping the client rediscover the true positive intention of self-defeating actions, both the hypnotherapist and reality therapist redirect the client toward new doing and thinking behaviors. The client can now refocus on the original positive goal behind the outmoded negative behavior — the goal of satisfying her/his own needs. This redirection is what Dr. Glasser calls reorganizing behavior. This natural, creative ability to reorganize one’s own behavior is the key to change.

Neurolinguistic hypnosis is built on the premise that the mind is very plastic: it has a native ability to learn and grow. It can reframe, reorganize, reroute, re-create, and regain its potential. As a result, when the client creates a new way to respond, s/he has also created the potential for more and better choices in all aspects of her/his life. The therapist has neither given anything to nor imposed anything on the client; instead, the therapist has simply helped the client create more constructive activity from the resources the client already has.

In both neurolinguistics and reality therapy, the counselor must be aware that there is a payoff for negative behavior: it helps the client control anger, manipulate others, make excuses, justify her/himself, and get attention. Thus, understanding the purpose of negative behavior is valuable information. It is the signal from the back wheels that the front wheels need to be redirected. Instead of telling the client that the negative conduct is “bad,” the therapist helps the client muster resources to create better behavior. No longer burdened by feelings of guilt or helplessness, the client can now retake command of her/his life. Dispensing with the old payoffs for ineffectual behavior, this person is now free to pursue the positive results of need-fulfilling action.

Neurolinguistic hypnosis makes use of biofeedback techniques which clearly demonstrate to the client that s/he is a self-regulating cybernetic system capable of internally controlling her/his resources and experiences. Once the client understands that s/he is creating her/his own response to experience, s/he is empowered to master both behavior and the results of this behavior. The client no longer views her/himself as a victim, but is now free to design a new way of living.

Helping the client to create a new direction in life, the neurolinguist uses various biofeedback and mental imagery techniques which free the client’s imagination from self-constricting beliefs and habits. The personal freedom which the client can now experience parallels what happens to people engaging in what Dr. Glasser calls positive addictions. By suspending the destructive cycle of negative addictions, the client can move fully into the present moment to create more exhilarating alternatives which satisfy the needs for personal power, belonging, freedom, and fun.

Aiding the client to create positive addictions by means of biofeedback and guided imagery, the hypnotist must first “pace” the client; in neurolinguistic terminology, pacing means that the counselor becomes closely involved with the client by finding and joining in the client’s model of the world. This model is similar to the client’s quality world picture album. Pacing or joining-in creates rapport which allows the therapist to then lead the client toward change. In both neurolinguistics and reality therapy, we can sum up the healing process as follows: “Meet the client in her/his own private model or picture of the world, and then lead the client to a new place.”

The client’s journey as well as the goal of this journey are strictly and completely the client’s own creation. This fact is chiefly what distinguishes hypnosis and reality therapy from the lock-step view of an externally controlled client being “fixed” by the omniscient, omnipotent therapist.

SPECIFIC PARALLELS BETWEEN THE TWO EMPOWERMENT METHODS

Neurolinguistic hypnosis and reality therapy are client-centered and outcome-oriented, focusing on solutions, possibilities, and resources for change that the client can create and implement now. Both methods avoid focusing on the past and the difficulty the client is having overcoming forces that seem hidden or beyond the person’s control.

The two empowerment methods focus on the client’s possibilities rather than her/his limitations. Thus the point is to help a person develop an independent “can do” attitude instead of rationalizing why the person cannot do anything. Both methods avoid reinforcing the dependent “can’t” aspect of the client. Spending a long time talking about and analyzing reasons for the person’s problems or limitation simply reinforces or validates the victim status of the client. Focusing mainly on the problem actually blinds us to the solution.

The two empowerment methods seek to integrate total behavior — heart, mind, body, and spirit — into one harmonious, organic system that helps the client work effectively in the present to make active, satisfying choices. Thus both methods avoid focusing on the mind and body as a helpless robot system.

Neurolinguistics and reality therapy view a client as a process, an ongoing flow of responsible choices and actions based on choices; as such,
both methods seek to find WHAT the person is doing because this WHAT can be changed so that the client can become more effective and responsible. Neither method allows for irresponsible behavior based on unconscious past experiences which the client supposedly relives because s/he cannot escape this habitual pattern.

The two empowerment methods seek to clarify the client’s model or picture of the way things are. After the therapist enters the model/picture with the client, the client can be helped to change, enlarge, and improve the model/picture so that it allows the client to develop more need-satisfaction. Therefore, neither method views the client as a biological machine or puppet on which to impose the therapist’s model/picture.

Ultimately, neurolinguistics and reality therapy assert that we can reorganize our behavior, changing negative behavior patterns and substituting more effective total behaviors. Neither method allows the client to stay disconnected from her/his experience and thus remain, at least to some degree, irresponsible.

**TWO DIFFERENT BUT COMPATIBLE EMPOWERMENT STRATEGIES**

The differences between neurolinguistic hypnosis and reality therapy are mainly in the techniques. Hypnotherapy focuses on sensory information and on intervention to make the client’s awareness of this information clearer and more empowering. The hypnotherapist would, for example, ask the client to notice the mental images and feelings that occur when s/he is experiencing negative behavior. Then the therapist would assist the client to experience an altered state of consciousness in which s/he manifests new images and feelings.

For example, hypnotherapy could be used to help a client who reports that when s/he is having an argument with someone, s/he experiences a throbbing, hot spot on the forehead. After inducing a relaxing state of hypnotic trance, the counselor might ask the client to imagine looking at her/himself in a mirror. The counselor then might ask her/him to see the spot as a bright red light on the forehead. Then the counselor would ask the client to make the spot larger, change the color to pink, and imagine that the pink spot turns into a light balloon which floats up from the forehead and drifts far away into the distance. The client is instructed to remember to do this visualization every time an argument comes up so that s/he can better control her/his emotions in that kind of situation.

In contrast, reality therapy focuses on the counseling environment and the specific process that leads to change. The reality therapist would, for example, establish rapport and then view the client’s behavior as a whole, made up of doing, thinking, feeling, and body-manifestation. Unlike neurolinguistics which stays focused mainly on sensations and states of consciousness, reality therapy seeks to harmonize sensations and states of consciousness with actions, thoughts, and the physical expressions of consciousness. In the case of the client mentioned above, the reality therapist would ask the person to consider what s/he was thinking and doing at the time that the negative emotions came up producing the body manifestation of a hot forehead. Once the client recognizes the total behavior behind the unpleasant experience, s/he can do something different to create a more satisfying experience.

**INTEGRATING THE TWO METHODS**

I find that I can easily integrate neurolinguistic hypnotherapy and reality therapy. While hypnosis provides specific tactics to help a client, reality therapy provides a structured overall strategy in which to activate the hypnotic techniques.

A typical example would be when I am working with a college-prep student who is having difficulty with reading. Having developed a state of involvement with the student, I ask the student to self-evaluate her/his reading methods so that the student can prepare to create more effective methods. Then I find out specifically how the student reads. Working closely with the student to discover the doing, thinking, emotional, and physical aspects of the negative reading behavior, I can help the student use various neurolinguistic biofeedback techniques to create a better experience.

I usually teach the student self-hypnosis methods for focusing attention and staying relaxed but alert during the reading process. In other words, neurolinguistic hypnosis is a valuable tool I can employ in the plan stage of the reality therapy process that leads to change.

Although neither hypnosis nor reality therapy is a panacea, both are directed toward empowering the client to be her/his own best friend and helper. By combining the two methods, I find that I can increase the likelihood of helping my students create a quality change.

**Further Reading**


THE IMPORTANCE OF INVOLVEMENT IN COUNSELING

Bart P. Billings

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"Involvement is more than just saying Hello". Many people who work in jobs requiring constant contact with people, (i.e. counselors, teachers, therapists, managers, etc.) have the misconception that either involvement just happens when you are with a person or involvement is to be avoided. As a former workshop participant once stated to me, "Teachers, especially those of us who were trained in the old school of stimulus - response techniques, where the teacher's word was law and the buzz word for administrators was motivate, often find ourselves with the dilemma of crossing the line". We have feared "getting too close" to students because of the mistaken idea that we will lose our effectiveness and be taken advantage of if we don't keep the teacher/student line of protocol. We become "boss-managers".

Many other professionals also fear "crossing the line" with the people they are working with in counseling or in management settings. Dr. William Glasser acknowledged three decades ago the importance of involvement in therapy. Since then, he has emphasized the importance of involvement in schools, management and many other areas where people work with others.

His initial teachings were quite revolutionary to the psychotherapeutic community since the general practice at the time was to basically remain distant and not be significantly involved with the person who was being seen. Many therapists over the past thirty years criticized Glasser harshly for even suggesting that they get involved with their clients. One of the reasons for the criticism was their lack of understanding what involvement really meant. Instead of seeing it as "crossing the line" between a therapist and client, employer and employee, etc., they should have seen it as the initial step that would lead to trust in the therapeutic or working relationship. Whether in therapy, counseling, teaching or management, trust is an essential ingredient necessary for significant success in any relationship, and in all cases, is preceded by meaningful involvement.

What is meaningful involvement? Some people feel complementing others or praising them for an accomplishment is all that is necessary for involvement to occur. It is not that this is inappropriate, but this level of involvement is generally superficial. If only commenting on a nice suit or dress or telling others their promptness in returning materials was great resulted in a deep friendship, then the old saying, "If you make two or three good friends in your life, you are lucky" wouldn't be true. We would all have hundreds, maybe thousands of meaningful friendships.

Since we know that strong friendships require meaningful involvement with another person, then we know there are more in depth things we do with the people we consider "good" friends. Those things that we recognize as being beneficial in a friendship go beyond the superficial acknowledgements mentioned above.

There are people who have many good friends in their different environments, i.e. co-workers, neighbors, relatives, clients, students, etc. These relationships can be seen as conditional friendships since they usually take place in a specific area. The individual who is receiving counseling, the peer or supervisor in an employment setting, etc. are people we are involved with on a regular basis in a particular setting. For the student, patient, client, etc., we are the friend (counselor/therapist) that they meet with once a week in an office. For that hour, we are involved exclusively with them and demonstrate the care and concern common in a friendly relationship. We have other friends we engage with in social activities, sports, and those with whom we share our most secret thoughts. For the sake of clarification, one can look at these various friendships as levels of involvement.

Level I can be seen as the deepest involvement one can have with another person. This would truly be an unconditional friendship where everything and anything is discussed. The people in our lives at this level would be our spouse, significant other and the one or two good friends to which the previously mentioned saying relates.

Level II involvements could be the people we know at work, in social settings, play sports with, etc. Topics and issues we discuss with these people may be significantly deep, but the more personal private feelings about ourselves and families are not areas which we wish to discuss.

Level III involvements are people that we encounter in all the above areas as well as other situations, but for various reasons we desire not to pursue a deeper relationship. There may be other levels of involvement that one can develop, but my point is only to make people aware of the different facets of involvement. It becomes a very personal decision as to the level of involvement people would allow others to enter their lives, and that decision is based on similarities of how individuals meet their basic psychological needs.

The friendships/involvements mentioned above are significant in helping meet our genetic psychological need for "belonging" as described by Glasser in many of his books. He also describes three (3) other psychological needs that all human beings are born with and spend their life attempting to meet. These other needs he describes as Freedom, Power (achievement) and Enjoyment (having fun). There is a fifth need that Dr. Glasser describes, which is more basic than the previous mentioned psychological needs, and that is the need for survival (basic safety, food, clothing, shelter, etc.).

One of the first things I learned when I was studying to become a psychologist was that there are three essential ingredients in being a good therapist or counselor. Since good things are said to come in three's, I figured this bit of wisdom would be worth remembering. What I didn't realize then was that the three ingredients were primary to becoming involved with a person. It appears that if you (1) care about the person; (2) are in the present with an individual and; (3) willing to change yourself, if what you are doing isn't working, then you are truly on your way to a
meaningful involvement, leading to trust. Since I enjoy cooking, I equate these three ingredients with the basil, garlic and olive oil I use in Italian cooking. I find if one uses these three essential ingredients, a good meal is almost always the end result. Likewise, the three essential involvement ingredients of really caring about people as well as being in the present with them with no distractions, and willing to change your behavior by compromising and negotiating, will almost always lead to meaningful involvement and a successful relationship.

Whether you are a counselor, teacher, manager, etc., you should look at involvement as the core of all relationships that are successful. When I was growing up, I had the opportunity to be involved with outdoor camping activities. I remember a rope I used that seemed to last forever. What made the rope so strong was the solid metal wire core that had twine wrapped around it. When the rope was new, I didn't realize there was a core but as it aged and some of the twine covering the rope frayed, I was able to see the metal that made this rope so strong. This rope always comes to mind when I talk about importance of involvement in counseling, therapy, teaching, managing, etc.

Involvement is the core that all other counseling procedures are built around and, without this core, counseling loses much of its effectiveness. No matter what procedures we are working on in counseling, involvement should always be there running through every aspect of what we are doing like the metal core that runs continuously through the rope. To build this core involvement in a relationship, we must learn specific techniques that we incorporate into counseling.

One of these techniques is to be able to share information about yourself so that you become more human to the person you are working with. This can be sharing commonalities or general information about your education, family, etc. During the first counseling session, immediately after I ask counselees if they know what I do as a counselor (this immediately clarifies how they see me and indicates what they hope to accomplish, as well as establishes our relationship), I ask them if they have any questions they want to ask me about myself. I explain that they are consumers and should be sure that I am the appropriate person for them to be working with. I give the example that if they had a Volkswagen car to be repaired and they went into a General Motors mechanic, the first question they would ask is whether or not that mechanic can fix Volkswagens. If this question was not initially asked, then there is a good chance that their car would not be repaired adequately or they would generally be wasting their time. The clients are also told that they can ask me almost anything they would like about my education, family, personal life, etc. If they have no questions at that time, I explain that they can ask questions at any time in the course of our relationship. By doing this, I have helped counselees meet their need for power (self-worth). They now know that I respect them as equal partners in our relationship, thus the tone is set for a shared responsibility in finding a way to improve their life.

A very strong involvement technique is to have the counselees teach you something that they are more familiar with than you. For example, if counselees have worked on cars and you haven't, you may want to ask them what the best way is of personally maintaining your own car. When they explain about rotating tires, changing oil, checking air filter, etc., they strongly enhance their sense of self worth. They are actively stating their thoughts and you are listening and indicating that you will take their advice. When you stop and think about how healthy human beings meet their need for power (achievement), it becomes evident that the most powerful way healthy human beings meet their need for power is when people listen to them and act on the information that they have shared. All the great leaders of the world, both good and bad, were listened to intensely by their audience, with the listeners acting on what they had heard.

In order to discover what positive assets a person has that we can use to build involvement, it is critical to ask open ended questions as well as specific questions. Open ended questions such as “Tell me something about yourself that is really neat, that I would be totally surprised at you doing?” is a good place to start. This is a question that leads to significant information being revealed. There are many other open ended questions too numerous to mention at present. In response to the previous question, the individual may say, as was recently the case when I asked this question, “I collect comic books”. Now the specific questions come, What type? When did you start? Which ones do you like best? How do you organize them? What group of people do you collect them with? How do you care for them? etc. These questions and others give you a significant amount of information about a person in terms of what personal strengths can be used at a later time in counseling, when you are making a plan with the person to do better.

Many times, the importance of asking questions in “depth” about a personal asset is overlooked and as a result, significant information is never revealed. Not only do you lose sight of assets and alternative behaviors that are available from this person, but you lose the opportunity to develop the involvement that occurs when a person is describing a personal asset. By developing an awareness of specific assets, you are helping to build an asset value system in the client. In other words, “What can I do with what I have, instead of, What can I do with what I don’t have”.

It’s also important in an involvement (counseling) to be optimistic in terms of your affect with a person. By being optimistic and non coercive, the whole counseling atmosphere changes to optimism and a sense of achievement. This overall atmosphere is enhanced with humor, tone of your voice and general attitude. There are different ways of verbalizing that cast a totally different light on the counseling session. A response such as “Gee, that’s interesting!!” or “Humm . . . that’s interesting . . .” tells the person either that something is positive or the latter could be taken as something is really wrong.

When establishing involvement and trust, it is important to acknowledge early in the counseling that individuals are doing the best they can under the circumstances.

One of the ways I help counselees become aware that their views are appropriate and “right” for themselves is by explaining the uniqueness of the human brain, I state that our brain is as unique as our finger prints. That no two people have the same finger prints and no two people perceive
anything exactly the same way. Since we all see things unique to our own brain, then we must realize that there is no other person in the world that can see the same thing exactly the way we see it. Therefore, every conversation with another person is a disagreement to a certain degree. We may see something ninety nine percent (99%) the same way, but never a hundred percent (100%). When we have a high degree of agreement, it appears that we are in total agreement, but because of our uniqueness, this is never possible.

If individuals understand that all conversations, to varying degrees, are always disagreements, then they can feel that their perceptions of the world are the best they have at that time, based on the information (life experiences) they have stored in their brain. If their information is not sufficient to resolve problems in their life, then they can choose to take in more and different information which can be helpful in making better choices.

By having one understand the above, we are showing acceptance of their decisions, while at the same time, helping them decide if they want to increase their information banks. At this point, it becomes their value judgment whether or not to choose to change. This non-coercive and non-judgmental technique continues to build involvement and trust. By not telling them they are wrong in their perceptions, we aren't threatening their freedom to perceive. To understand this is to be aware that when we tell others they are wrong or we are right, we are trying to impose our perceptions on them, thus resulting, not in a disagreement (you are right for you and I am right for me - how can we compromise and negotiate and retain at least some part of our freedom to perceive), but an argument. Trying to take away a genetic psychological need to be free is like asking counselees for their heart. This powerful psychological need for freedom is critical for our psychological life, as well as our physical well being. Throughout history, people have died for freedom - "Give me liberty or give me death".

By distinguishing between disagreeing and arguing, we have taught the individual an important life lesson. An example I use to show this difference in having counselees imagine a picture of a boat with a sunset on the wall. We have to decide what colors are dominant in the picture so we can have a painter paint the wall. They see the primary color as yellow and I see orange. Since they are right for them and I am right for me - how can we compromise and negotiate and retain at least some part of our freedom to perceive, but an argument. Trying to take away a genetic psychological need to be free is like asking counselees for their heart. This powerful psychological need for freedom is critical for our psychological life, as well as our physical well being. Throughout history, people have died for freedom - "Give me liberty or give me death".

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I thought at last I had a glimmer into the vulnerability of the separation of the client from chosen behaviors and plans. Though I may have said it a hundred times ("I like you, but I don't like what you're doing" - or some other similar variation on this theme), I never really convinced myself of the validity of the position. And, though I had long understood the danger in making assumptions about behaviors without having a sense of the cognition and emotion components of the total behavior, I could again grasp the limitations on seeing the client as the "actor" and others as "direct objects." We can't objectify other control systems when we work in relationships. Our reference perceptions (Quality World pictures) and our organized behaviors present the core of our personalities to others. The pattern emerges in how we meet and greet others and behave in relationships. And, developmental theories seemed more relevant than ever since there can be no static reality. "Ideas are expected to grow as you grow," Pirsig wrote, "and as we all grow, century after century. With Quality as a central undefined term, reality is, in its essential nature, not static, but dynamic. And when you really understand dynamic reality you never get stuck. It has forms, but the forms are capable of change."

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**FINDING QUALITY IN BEING STUCK:**
**Using writing as self assessment**

Suzy Hallock-Bannigan

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"Just pick out the best things." In Robert Pirsig's *Zen And The Art of Motorcycle Maintenance*, a father is coaching his son on how to write a letter to his mother. Using the maintenance of an old motorcycle as a metaphor for attitude, caring work, inner peace, truth, and even, Quality, Pirsig spins an odyssey that examines, among other phenomena, the principle of "stuckness." Pirsig, as father, tells the son to make a list of everything he wants to say, and then, later, order the list. Wryly he comments that he should have his son write for an hour about one side of a coin.

I reflected on the scores of clients who seek counseling with that same sense of "stuckness." Pirsig calls it a "miserable experience emotionally," one which relies heavily on "a doctrine that there is a divided reality of subject and object." Though these may be separate from each other in science, the limitation in relationship is that the "craftsmanlike feeling for the work" is destroyed. Pirsig tells us that when the world is divided into subjects and objects, "it shuts out Quality, and when you're really stuck, it's Quality, not any subjects or objects, that tells you where you ought to go."

I thought at last I had a glimmer into the vulnerability of the separation of the client from chosen behaviors and plans. Though I may have said it a hundred times ("I like you, but I don't like what you're doing" — or some other similar variation on this theme), I never really convinced myself of the validity of the position. And, though I had long understood the danger in making assumptions about behaviors without having a sense of the cognition and emotion components of the total behavior, I could again grasp the limitations on seeing the client as the "actor" and others as "direct objects." We can't objectify other control systems when we work in relationships. Our reference perceptions (Quality World pictures) and our organized behaviors present the core of our personalities to others. The pattern emerges in how we meet and greet others and behave in relationships. And, developmental theories seemed more relevant than ever since there can be no static reality. "Ideas are expected to grow as you grow," Pirsig wrote, "and as we all grow, century after century. With Quality as a central undefined term, reality is, in its essential nature, not static, but dynamic. And when you really understand dynamic reality you never get stuck. It has forms, but the forms are capable of change."
The change capabilities of clients has long been a held axiom for reality therapy certified psychotherapists. Abiding with the client in a safe counseling environment characterized by trust and genuineness, options are traditionally explored. Ordering of priorities and Quality World pictures, or reference perceptions, constitute the typical standard of care among reality therapy certified personnel. Other subtle, and now more obvious, implications in the work with clients present with urgency. These are methods which invite safe self assessment, empathic unity with the client’s situation, and the recognition and willingness to acknowledge new information about Quality and change.

When Thea and Donald appeared for their appointment, I noticed each was quiet and remote. They had not had a “good couple of weeks since we were here last,” they said. And although it was summer and they were making progress on completing an addition to their house, the gardens were in bloom, and they were enjoying the children’s summer vacation, they were frustrated and gloomy nevertheless. Money was tight, there would be no vacation this year, Thea felt sad that their youngest would start school in the Fall although this would create opportunities for her own future growth and study. We had, at the last appointment, created a listing of all the marital functions and we were to negotiate these within the context of the relationship in terms of responsibilities. But, Thea and Donald hadn’t found time to make a unified list and neither knew were to start. They felt “stuck.” They wanted to feel and do better.

There is in this couplehood a strained sense of integration within the context of relationship. Thea hankers for more affirmation of her visual and aesthetic needs, Donald for the more ascetic, hard work ethic he was taught in his family of origin. A do-it-yourselfer married to a buy-it-now-er. Donald likes tools, Thea likes imported lace. Their separate internal worlds now manifest in external struggle; the marriage is characterized by a failure of empathy. I do not have an investment in the outcome as to whether they choose to remain together or to separate. I remember Kincaid’s words in Robert Waller’s *The Bridges of Madison County:* “The old dreams were good dreams; they didn’t work out, but I’m glad I had them.”” I ask each to write about their old dreams and the newer realities.

Each writes for several minutes. Recollections include a pause in the haying of fields in Donald’s childhood. His father and cousins enjoyed a laugh and whistling with timothy grass. Men work hard; women watch the children and prepare refreshment when the men come in from the fields. For Thea, there was the promise of marriage, that she could escape the yawning and torment in the family of origin, that this soft and plainspoken, gentle man would help her build a loving life.

Each is now asked to focus on their compositions. Asked to circle or underline two or three major words, phrases, or concepts, and then write another few minutes on one new theme, Donald and Thea demonstrate to me how the past is operating in their present time.

Donald explores the *pause.* He sees that he has been working much too hard. He has gone swimming in a nearby river with his family only once this summer, and that once was so enjoyable that he lost all track of time and couldn’t even remember what time it was when the children finally fell into bed. Usually a clock-watcher, he was surprised to learn that being devoted in relationship to his family was as rewarding as work; he had the sense that the time shared together was “good.”

Thea highlights the *yelling.* She writes of her use of anger to express frustration, her lack of asserting behaviors, and her blaming of Donald for the frustrations she feels. She actually likes cooking and spending time with the children, but she also hankers for some time alone and with Donald (away from the children). She would like to express these wants without Donald’s viewing her as a “bad” mother. She thinks she is a “bad enough” mother because she has been yelling as much as her own mother yelled at her.

Both had been sitting in wing-back Chippendale chairs. I now ask them to sit together closely on one of the sofas in the room. I tell them they can pick the sofa. Donald says to Thea, “You pick.” She picks one which she says “is softer.” I am informed by this scenario. I appreciate Donald’s work ethic, remembering the times I became so engrossed with work that I was unaware of time. I appreciate Thea’s fragmentation, wanting so much and spreading allotments so thin that the modern woman begins to feel that she is doing nothing well. I tell them that it is all right to touch each other, that they didn’t have three children without ever touching each other, so I thought they knew how to do it. We all laugh.

Pirsig says that stuckness shouldn’t be avoided. The tiniest screw in the motorcycle becomes paramount because the motorcycle is actually valueless unless and until the screw comes out! “With this reevaluation of the screw comes a willingness to expand your knowledge of it.” The reevaluation of the screw, the tiniest part of a bigger structure, re-teaches us the importance of a collection of functions, or a system.

We re-think where the marriage is “stuck.” Thea chose the softer sofa, not the most visually satisfying one, nor the one which would allow her, when seated, to look at her favorite wall of books and pictures. There is something in Thea’s present reality, her *now,* that asks for physical comfort, some bodily-kinesthetic sensation, a touch and feel sensation. Donald is truly happy to be accommodating and admits to being somewhat bewildered by her sadness of late. Though there is no actual predicting of what will happen next, they hold hands. There is a perceptible shift in the session.

Traditional reality therapy and control theory total behavior concepts often suggest cognitive-behavioral work which manifests itself in “do plans.” Pirsig lists all the ways to remove a rigid screw and says there is “no predicting what is on a Quality track,” and notes that the solutions are all simple — after you have come up with them! The actual solution is not as important as is the essential inclusion of Quality in the solution choice.

Thea and Donald didn’t separate themselves out from the marriage in such a way that either would choose an individual path. Something in the simplicity of changing location in the room and in the handholding had a transcendent power of the sort described by Rollo May in *Power and...*
Innocence. At the highest level of power, called integrative, there is a
synergetic combination of powers so informed by love as to indicate true
partnership.

The skeptical reader will read only facts and not the feeling, and so will
lose the essential piece. The new paradigm in reality therapy-control theory
must necessarily include the elegant solutions which are real, and not style.
Of these, Pirsig teaches us that "it isn't something you lay on top of
subjects and objects like tinsel on a Christmas tree. Real quality must be the
source of the subjects and objects, the cone from which the tree must
start."11

If, at the moment of pure Quality perception, subject and object are one,
some juxtapositioning of clients and counselor — in this case, of three
control systems working together — must rely more on empathy and less on
technical skills or learned techniques. What informs this kind of work is the
self assessment of the clients in the accepting counseling environment, the
willingness of the counselor to take risks and welcome the unknown,
suspending technique and finding the feeling, or passion in whatever is
"stuck," and working with clients in "picking out the best things."

It’s possible that the word stuck in our language is rooted as a past
participle of strike (as in a labor strike) and that a primary meaning is
"affected or shut down by a labor strike."12 Aptly, people who feel
"stuck" often have been working hard, even industriously, on a problem or
dilemma. Rather than prescribing "do-plans," we ought more to allow the
safety and freedom to assess the shut-down. Through the free-writing —
focus — free-write again process, a lower intensity do behavior (writing)
lends itself to cognition and creativity. I’ve been using free-writing with
clients and in intensive week seminars for over two years with good results.
An implied advantage in the freewrite-focus is the client’s own ordering of
priorities in the assessment procedure. The freewrite-focus differs from
journaling in its request for prioritizing, but it is compatible with journal
keeping. Both clients and interns have reported enhanced understanding of
their own dynamic journeys using free-writing, but none have been asked to
write for an hour on one side of a coin!

References
(The entire scope of this article is based on the writer’s appreciation and understanding of Dr.
William Glasser’s Reality Therapy and Control Theory) The first person who asked me to free-
write was Susan Edsell, educational consultant.

1. Robert Pirsig, Zen And The Art of Motorcycle Maintenance, (William Morrow Publishing
2. Ibid., page 273.
3. Ibid., page 275.
4. Ibid., page 277.
6. Loosely based on the one text procedure as described in Fisher and Ury’s Getting To Yes
(The Harvard Negotiation Project).
10. Ibid., page 280.
11. Ibid., page 286.
Company and Houghton Mifflin, Boston and New York, page 1276.

NEW PICTURES FOR TEACHER
PREPARATION PROGRAMS: AN IMPORTANT
STEP TOWARDS QUALITY SCHOOLS

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The paradigmatic perspective offered by both Thomas Kuhn (1970)
and by William Glasser’s work on Quality Schools (1990) provides an interest-
ing context within which to place the restructuring movement that has
been swirling around the public schools in this country for over a decade.
The work of both men also contains some important implications for the
role that teacher preparation programs may play in facilitating valid and
useful changes in the American educational system as it works toward
quality schooling for all students.

Just as Kuhn identified scientific communities, it is possible to identify
“education communities.” Members of various scientific communities in
the physical sciences are joined together through commonly shared scientific
paradigms, or mental pictures of the “way the world is.” In the same way,
members of various education communities are joined through commonly
shared education paradigms, or mental pictures of the “way schools are.”
Based on their shared reference perceptions of the “way the world is,”
members of the same scientific communities share common values,
assumptions, norms, language, and beliefs. In the same way, members of
various education communities share common values, assumptions, norms,
language, and beliefs, all based on their shared reference perceptions of the
“way schools are.” Finally, progress in the physical sciences is made
possible through prevailing scientific paradigms and the twin processes of
normal and extraordinary science. In the same way, progress in education is
made possible through prevailing education paradigms and the twin
processes of normal and extraordinary science (Wigle, 1989). It is this last
component of Kuhn’s analysis that reveals the role that teacher preparation
institutions might play in the current “state of crisis” that exists in the
education community.

Most teacher preparation institutions operate from the basis of a
prevailing education paradigm, or set of mental pictures. On the basis of
those pictures, those institutions prepare preservice teachers to fill a
particular job-role and assume relatively well-defined responsibilities. That
job role and those responsibilities are defined by the prevailing mental
pictures which determine what a teacher is, what a teacher does, what a
school is, and what schools do. These pictures become the reference
perceptions of preservice teachers who then begin their teaching careers

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with the expectation that these perceptions, their paradigm, will hold true for a long period of “normal science.” That is, most beginning teachers tend to believe that their institutionally-derived paradigmatic world-view is not only presently consistent with the “world-as-it-is,” but that it will remain consistent with that “world” for a long period of time because that “world” itself will remain relatively constant and stable.

Such agencies as the National Council for the Accreditation of Teacher Education have provided some impetus for initiating change within professional education programs (NCATE, 1992). However, in a period of transition between “normal” science and “extraordinary” science, change as a process becomes problematic. As Glasser (1981) has demonstrated, people often become quite rigid in their behavior as they attempt to make the outside world conform with their reference perceptions. In just such a way, the educational community is often reluctant to participate in meaningful changes in the structure or operation of the educational system when such changes challenge their reference perceptions of the “way schools are.”

The authors believe that major shifts must take place in the education paradigm for the education system to control effectively for quality schools. A great deal has been written about the societal transitions between agriculture, industry, and information societies (Toffler, 1980). However, the education community as a whole has failed to respond to the changes in the evolving paradigm of society. Even though most of the education community understand that the current education paradigm is based largely on old agrarian pictures of society and schools, we often appear to still be operating an agrarian enterprise in an information society. Further, the authors believe that the minor tinkering which is being done with the current education paradigm will no longer be sufficient to move toward quality schools. Adding a few days to the length of the school year, developing an extended preparation program, mandating classes in various curricular components, and other such changes will not solve the problems which face our educational community. The authors believe that in order to move the education community toward a shared vision of quality schooling, the newest members of that community will have to be exposed to new pictures of the “way schools are.” Perhaps the most efficacious way to do this is to create new approaches to teacher preparation in which pictures of quality are central to the learning experiences of future teachers. The purpose of this article will be to share a new set of reference perceptions for the preparation of future professionals. These pictures are not meant in any way to be the “final answer” to the problems which are currently challenging teacher preparation programs. Rather, they are meant to stimulate useful and productive thinking about teacher preparation paradigms, to stir debate over the possible future evolutionary paths that teacher preparation programs might take, and to nudge the education community further toward pictures of quality.

ASSUMPTIONS

Teacher preparation institutions tend to be very conservative in nature. While many of the faculty in such institutions may be involved at various levels with the current “reform” and “restructuring” movement, the institutions themselves are slow to adopt changes in what they do and how they do it. The defense of a paradigmatic world-view is a natural reaction to accumulating information which is inconsistent with or contradictory to that world-view. Such a behavior choice often inhibits conservative institutions, like those which prepare teachers, from taking the necessary steps to resolve the crises in which they find themselves. Instead, faculty in teacher preparation programs, along with other members of the education community, engage in minor tinkering with the prevailing paradigm in an attempt to avoid the imposition of external resolutions proposed by other social actors. It is this reluctance on the part of educators to examine their reference perceptions regarding schools and schooling that often gets in the way of any efforts to reorganize themselves around new and more promising paradigms. To help enable the education community to respond effectively to periods of crisis and to move toward quality, teacher preparation institutions will need to prepare K-12 teachers who begin their careers convinced that on-going changes in their reference perceptions for school and schooling are not only inevitable, but that they are necessary.

In order to prepare teachers who are willing and able to periodically facilitate paradigm shifts in the education community, teacher preparation institutions will themselves have to engage in what Robert Kriegel (1991) calls “Break-It Thinking.” Instead of engaging in minor tinkering with their current programs, teacher preparation institutions will need to start anew. They will need to construct programs in which a prevailing reference perception is “If it ain’t broke . . . break it.” They will need to construct programs in which thinking like a beginner is prized, risk-taking behavior is supported and encouraged, and people are asked to develop the habit of breaking habits. A new set of reference perceptions of what constitutes a quality teacher preparation program will have to emerge if such a vision is to become reality.

THE PARADIGM

Involvement, relevance, thinking, learning teams, lead-management, and quality are all important concepts proposed by Glasser as part of his work to use control theory to improve schools (1969, 1986, 1990). While the general outlines of a new teacher-preparation paradigm could possibly take many shapes, to move toward quality schooling it should address such concepts as those proposed by Glasser. The model being proposed below addresses such concepts within the critical factors of context and content.

Field-based experiences provide the best context within which to place a quality program. Therefore, this paradigm proposes that beginning with their entrance into a teacher preparation program, preservice teachers serve five to ten hours a week as a teaching assistant in a K-12 classroom. In that role, preservice teachers would be expected to work directly with K-12 school students in an instructional capacity under the close supervision of their cooperating teacher(s). This experience would be a part of the program for the preservice teachers for each semester they are enrolled in a teacher preparation program until their student teaching experience. Student
teaching would then become a year-long, full-time assignment in settings appropriate to each student’s area of preparation. Such significant field-based experiences facilitate student involvement in learning experiences which are directly relevant to their future job role.

Throughout their program, the context of preservice preparation in appropriate methods of pedagogy would also be largely field-based. Preservice teachers would be organized into cadres of two to three students each, and each cadre would be assigned to a K-12 master teacher. Instruction in methodologies would be carried out with teams of K-12 cadre teachers and members of teacher-education faculties working together. Instruction would be delivered at the various cadre sites, and students would then demonstrate their skills in the classroom of their cadre teacher. Through this approach, preservice teachers would be involved in learning teams with their peers, lead-managed by practicing professionals, and allowed to learn and practice relevant skills in a “real-world” setting. In this way, instruction in pedagogical content knowledge placed in a school learning context and delivered by school and college/university faculty working in a meaningful partnership would provide the contextual framework of a quality preservice teacher education program.

While the context of this paradigm would be field-based, the content would be outcome-based. The learning outcomes identified as essential for preservice teachers to attain prior to certification would be constructed from the knowledge base which undergirds best professional practice. Such learning outcomes would determine the content of teacher preparation programs instead of the courses of study that are currently the institutional reference perceptions. That is, there would be no predetermined sequences of particular coursework required of preservice teachers. Students would construct their own courses of study in close collaboration with college/university faculty mentors. Each student’s program of preparation would be designed to enable the preservice teacher to achieve the learning outcomes deemed essential for beginning teachers. Each program of study would be unique and specific to the individual preservice teacher’s needs. There would be no credit hour minimums or maximums to be met, and there would be no mass-produced, assembly line academic majors, endorsement areas, or “professional education requirements” which students would need to enroll. Preservice teachers would continue with their preparation until they successfully complete a year-long internship in a K-12 classroom. Then, they would be recommended for professional certification and state licensure. This recommendation would be made jointly by their college/university mentors and by the K-12 teacher(s) who helped to supervise their internship experience.

By freeing teaching preparation programs from predetermined courses of study, this paradigm shifts the content focus of such programs away from irrelevant externals such as credit hours and course titles. Instead, the content focus of teacher preparation becomes centered on the substantive issues of competence and skill-levels apart from whatever coursework in which individuals may happen to be enrolled. By such a shift in focus, this paradigm encourages teacher preparation institutions to break away from stereotypical responses to the challenges of preparing excellent teachers for quality schools. The outcome-based content of this paradigm enables institutions, and the students and teachers in them, to take risks, engage in “Break-It” thinking, and to develop the habit of breaking habits.

CONCLUSION

It must be stressed at this point that the paradigm outlined above is only a point of departure for an extended discussion concerning the future of teacher preparation programs. As Kriegel points out, it is easy to “fire-hose” new ideas before they are given adequate consideration. This tendency is most pronounced when new ideas fly in the face of established reference perceptions. There are many details that would need to be clarified and many issues that would need to be resolved before this proposed paradigm could become a serious reference perception in the quality worlds of educators. However, it is not important whether or not this particular paradigm is the one which will come to be the common reference perception for quality teacher preparation programs in the education community. If it encourages professionals to reconceptualize what “educational reform” might mean and if it nudges us all a little further away from our minor tinkering and a little further toward a real change in our common reference perceptions for quality schooling, then it will have served its purpose.

References
REDUCING DISRUPTIVE CLASSROOM BEHAVIORS IN PHYSICAL EDUCATION: A PILOT STUDY

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Physical education teachers have a unique environment in which to teach. Many times, up to four classes of 30-40 students are occupying space in one gymnasium. The gymnasium's more open and less restrictive environment provides a tempting situation for the middle school student to be disruptive.

Disruptive student behavior inhibits the teacher's ability to teach and the student's opportunity to learn (French, 1987). Many behavioral management programs attempt to control disruptive student behaviors. Herein lies the problem: The teacher trying to control the students rather than the students choosing to control themselves.

The purpose of this study was to assess the effects of Glasser's quality school principles (Glasser, 1969, 1986, 1990), and the use of reality therapy (Glasser, 1984) as a means of reducing disruptive behaviors in a middle school physical education class. The study took place over a six week period and was part of a pilot study for the first author's doctoral degree.

The school was a southeastern inner-city middle school. School population was 1174 with 496 Whites, 583 Blacks, 61 Hispanic, 30 Asian, and 4 Indian according to the school district classifications. There were 606 males and 568 females.

A seventh grade class was chosen as subjects by the teacher. The teacher felt that this particular class may be especially disruptive based upon knowledge of the students from the previous year. The class consisted of 16 males, 26 females, 19 Black, 22 White, and 1 Hispanic. Physical education class is daily for 50 minutes lasting for 1 semester.

The instrument used to code disruptive behaviors was developed by the researcher and teacher. The Disruptive Classroom Behavior Assessment (DCBI) is a descriptive-categorical type instrument that allows the coder to record the name of the student, where the disruptive behavior takes place, and what steps were taken by the teacher to correct the behavior.

Students were asked to keep a journal. This journal consisted of any thoughts, impressions, ideas, or assignments they were given during the class. Journals were turned in at the end of each week, were read, and notes concerning students' thoughts were addressed. Assignments were graded as quality or the students were given additional opportunities to redo the work.

During the first week of the program, students were asked to fill out a questionnaire assessing their interests and desires as to which activities should be included in the PE curriculum. As shown, Table 1 indicates that baseball was the preferred choice of activities followed by volleyball and softball.

| Table 1 - If you could design the perfect PE class what activities would you include? |
|-------------|-------------|-------------|

A second question addressed the notion of how much time should be allowed to dress before and after class. Students indicated that they prefer that PE class last 30-35 minutes, and that dressing before and after class should be 10 minutes. Half of the students indicated that they did not feel it was necessary to dress for PE, other than wearing proper footwear. Additionally, this survey indicated that 26% did not enjoy physical education, citing not liking to dress and too short of time to get ready, as the primary and secondary reasons.

The Program

Keeping these results in mind, the program consisted of basketball, volleyball, and softball. Students were allowed to choose whether or not to dress out, (T-shirt, shorts, or sweats). However, tennis shoes were to be worn for safety reasons and preservation of the gym floor.

One goal was to get students participating in the activity as quickly as possible. Traditionally, students got dressed, sat down in front of their lockers until all were ready, and then were allowed into the gym (or out to the field) for roll call. Students were expected to go straight to assigned spaces so that the teacher could check for absences. However, many disruptive behaviors occur during this transition time.

Restructuring the method of taking roll helped to solve this problem. Students were organized into triads with one student acting as triad leader. The triad leader reported any absences to the teacher when the students came into the gym. This procedure alone allowed the class to receive any instructions regarding the activity quicker, making more efficient use of activity time. Triads were also used to promote discussion and aid in grouping students for teams.

The activities were sports-skill oriented, based upon the school's physical education curriculum. Students were instructed, practiced the skills, and played in organized games. Students who thought they had mastered the
skills, played in games earlier. Those that thought they needed more practice were given opportunities to continue to practice with and without instruction.

Students were never divided into teams based on teacher or captain selection. Teams were selected on the basis of the student's perception of equal teams. Instructions were "divide yourself into X number of teams so that the skills on each of the teams is as equal as you can make it." Young people, when allowed control over their situations, respond positively to these types of instructions. In fact, if left alone, they will equate teams without instructions to do so. One only has to observe children playing to know this occurs.

Concepts of control theory were taught by integrating them with the activities portion of physical education. The conceptual portion met a minimum of once a week and on one occasion due to inclement weather, twice that week. Control theory concepts were organized with the structure of a classroom setting.

Reality therapy was used as the method of counseling students to help them understand that they had other and better choices to get what they wanted. In each case, the instructor asked the students if what they were doing (their behavior) was getting them what they wanted. Reality therapy counseling continued until the student and instructor came to an agreement of what action should be taken next by the student.

At times, disruptive students were asked to sit out of an activity until the instructor could make time to discuss the problem. At other times, the student was allowed to continue participating, thus delaying the counseling until a more convenient time. This allowed the instructor to continue the immediate lesson and not stop to deal with the disruptive behavior.

In addition, "classroom meetings" were held once per week in order to discuss control theory. This was presented by using "Glasser's car analogy" and Making Choices in P.E. worksheets. The Making Choices in P.E. worksheets were created by the first author. Making Choices in P.E. consists of several situations that students might find themselves confronted with while in physical education class (Table 2) presented in a worksheet format.

**Table 2 - Making Choices in P.E.**

**Example:** You are on your way to the field when a friend grabs your hat and begins to play keep away with another student. You are extremely upset and want your hat back. What are the possible choices you have in this situation?

These worksheet scenarios provide a vehicle for discussions concerning the choices students have during P.E. class. Discussions, naturally, led to what is and is not acceptable behavior during class and around school. During these classroom meetings, it was stressed that many times one student's choices conflict with another student's choices, and compromise solutions need to be reached.

**Results**

A total of 61 disruptive behaviors were coded during the program (Table 3). During the first week alone, 31 disruptive behaviors were coded. These ranged from running through the gym to jumping on other students.

| Table 3 |
| Climb bleachers/running through gym | 11 |
| Hitting/pushing/interfering with another student | 12 |
| Not following teacher's instructions | 11 |
| Talking/bouncing ball during instructions | 13 |
| Chewing gum | 1 |
| Leaving class early | 2 |
| Unusual-ants, other class, fire drill | 2 |
| Arguing/upset with another student | 4 |
| Fighting | 1 |
| Tampering with equipment | 2 |
| Disruptive while not participating | 2 |
| **Total** | **61** |

Due to continued disruptive behavior, it became necessary to have two students design and sign contracts indicating the types of behaviors they thought they could follow. One student broke his initial contract. A second contract was negotiated and he broke that one as well. He further complicated matters by leaving class early and not following instructions when asked to stop running away. Consequently, the instructor chose to write him up for disciplinary action as per school policy. Due to other more serious violations of school rules in another class, a parental conference was called by the assistant principal. Subsequently, this student was suspended for two days. The other student was able to adhere to his contract. This student's behavior improved dramatically during class.

By the 4th week, disruptive behaviors were reduced to 7. In fact the total for the last week was only 3, until the last day when 4 disruptive behaviors were recorded.

| Table 4 - Number of Weekly Disruptive Behaviors |
| Week 1 | Week 2 | Week 3 | Week 4 |
| 31 | 11 | 8 | 7 |

**Discussion**

A steady decline in the number of disruptive behaviors resulted from the use of reality therapy and quality school concepts (Table 4). It is significant to notice that in the beginning, disruptive behaviors dropped off
dramatically, and continued to decline. The initial dramatic drop in disruptive behaviors is attributed to a combination of changes according to quality school principles, learning of control theory, and reality therapy counseling. However, it is possible that some changes may be due to the students becoming familiar with the instructor's teaching style. This refers to the fact that many students, in order to avoid confrontation, will answer the way they think the teacher wants them to answer. Therefore, they are allowed to go back to the activity and spared the "hassle" of further counseling.

Using quality school concepts entrusts students to make appropriate behavioral choices. Furthermore, students have a voice in the decisions of the curriculum and how their class will work and play. When "ownership" of one's class is a part of the class structure, middle school students are capable and do respond favorably. They learn more, have more fun, and disruptive classroom behaviors decline.

Conclusion

It is evident that Glasser's quality school concepts in combination with reality therapy can be adapted to a physical education setting to reduce disruptive behaviors. The concepts of control theory were taught by integrating them with the activities portion of physical education. The conceptual portion met a minimum of once a week and on one occasion due to inclement weather, twice that week. Control theory concepts were organized with the structure of a classroom setting. Further studies need to address specific physical education program needs in relation to quality school concepts. In addition, studies should address student achievement using quality school concepts. Additional studies should compare typical physical education classes to those using quality school and reality therapy concepts.

References


QUALITY SCHOOL THEORIES APPLIED TO OUR CLASSROOMS: MAKING A DIFFERENCE AS CLEAR AS GLASSER

James J. McCluskey
Thomas S. Parish

The first author is assistant professor of Journalism and Mass Communications at the University of Oklahoma in Norman, Oklahoma. The second author, a frequent Journal contributor, is professor and assistant to the Deans of Education and Human Ecology at Kansas State University, Manhattan, Kansas.

William Glasser's Quality School (1990) theories really work! Glasser recently presented his philosophies about education and the application of Control Theory and Reality Therapy with Quality School contexts at the CSPI Conference held at Kansas State University. During his presentation, Glasser made a startling observation: the majority of student suicides are not caused by failed family support mechanisms, but rather by students' failure in school. Apparently, failure in school can be more devastating for students than failure within their own family structures and environment. Of course, failure in the home can be blamed on a lot of other individuals (mom, dad, siblings etc.) or sources of failed support (parents' jobs, family stresses, etc.), but failure in school cannot be disassociated from the student.

The authors in this report are both practitioners and believers in Glasser's Quality School (1990) model. They know, first hand, how well it works. An example of this recently occurred in the first author's college classroom at a major southwestern university, where he teaches broadcast journalism. As a component of his teaching, he includes projects of a "hands-on" nature, so the students are encouraged to apply what they learn during course discussions of the material. One of the projects in his audio production course permits the students to produce a radio drama or TV/motion picture soundtrack complete with sound effects, music, and voices. The projects are written, produced, directed and recorded by the students in this class.

Because the "real world" of professional/commercial broadcasting is often very unforgiving in terms of time restrictions, the students are much aware that they must conform to various important rules, as well as to strict time limits. In the "tip sheet" of instructions that preceded the assignment, students were informed that their project was to produce a 15-minute drama or soundtrack, and that they were permitted ten seconds of variance on the 15-minute limit. Students were divided into three groups and given as much class time as necessary (as well as optional out-of-class meetings) to complete the assignment. The class (as a whole) determined the final due date for the finished production.
At the end of class on the day the project agreed to be due, the leader of one of the groups informed the first author (the instructor in this course) that the group project was more than 35 seconds longer than the permitted 10-second limit over 15 minutes. The first author (i.e., the instructor) offered his regrets to the student, but explained that in broadcasting, there is no room for error in terms of timing. Networks and major markets are particularly demanding in terms of time limits.

The student said she understood, but again pleaded for an extension. Again, the instructor explained why the time limits must be followed. About ten minutes later, the instructor checked with one of the other groups, which informed him that the struggling first group was really at their “wits end” in terms of the time limit imposed by the instructor and his unwillingness to be lenient.

The instructor then went to the group having the timing difficulty and told them that, for this project, the timing restriction would be waived, but they must adhere to it in their future projects. After much cheering, the instructor left the room to let them complete the project for submission. Later, when their project was submitted, the group explained that “in their quest to produce quality work, they decided they should try their best at shortening the project. After a great deal of editing out pops, clicks, and other minor technical errors, their project was actually now timed at fourteen minutes and fifty-six seconds (only four seconds short of perfection, and quite satisfactory and acceptable for most professional broadcast operations).” The students were very excited about their “quality” work and proud of what they had produced, saying that it was now much better for their additional effort. They further explained that “they did not want the professor to lose face in front of the other groups by having to waive the time restriction just because of the excessive length of their project.”

The authors of this brief report believe that it is important to include this actual event as an example of what can be accomplished in the classroom when students clearly understand what is expected of them in terms of quality work, and are permitted to apply their creative talents in a non-threatening atmosphere in order to achieve it.

As Glasser (1990) has suggested, the role of the effective teacher in the quality classroom is to
— demonstrate what quality work is,
— demonstrate how to do quality work,
— demonstrate how to evaluate quality work, and
— allow the students to enjoy fully the fruits of their quality efforts.

As we follow these simple steps, and assume the position of “the guide from the side,” rather than “the sage from the stage,” we will surely become “quality” school teachers teaching “quality” students.

References
Results and Discussion

Pearson product–moment correlations were computed. Students' scores on Forms A and B of the Love/Hate Checklist were significantly related to one another ($r = .74$, $p < .0001$), suggesting that as favorite professors acted lovingly toward their students, their students acted lovingly toward them. Forms C and D of the Checklist were also significantly related to one another ($r = .31$, $p < .001$), indicating that as students' least favorite professors acted hatefully toward their students, their students acted likewise toward them.

Students' responses on Form B of the Teacher Effectiveness Questionnaire (i.e., LEAST favorite professor) were found to be significantly related with their scores on Forms B ($r = .40$, $p < .0001$) and D ($r = .30$, $p < .001$) of the Love/Hate Checklist. The former finding suggests that professors who acted hatefully toward their students are thought to have inadequate teaching skills, while the latter finding indicates that as teachers demonstrated poor teaching skills, their students were more likely to act hatefully toward them.

While students did cleave to the notion that non-need-fulfilling professors should be evaluated negatively, such was not the case with favorite professor ratings. More specifically, favorite professor ratings on the Teacher Effectiveness Questionnaire did not correlate with the other measures used in the present study. Thus, it may not be so important to determine who or what is in our students' “Quality Worlds” (Glasser, 1990), but we do need to ascertain what our students definitely don't want, or who or what they definitely place in their “All-They-Don't-Want Worlds” (Parish, 1992), unless we want to wind up there ourselves.

References

II Assessing Professors’ and Students’ Perceived Behaviors Toward One Another

According to Merrill and Reid (1981), everyone has needs and they always act in an attempt to meet those needs. Thus, our habits are merely activities that we often engage in unthinking because we anticipate that by doing so, that they will fulfill our needs, whatever they might be. Said somewhat differently, William Glasser (1980) once said that “We are as we act.” Taking these words at face value would seem to suggest that the wise individual who wishes to communicate well with others would greatly benefit from a greater understanding of how s/he acts, and how others act toward him or her in turn. The present study will therefore seek to discern the various similarities and differences that exist in the perceived behavioral repertoires of professors versus students, and also how they perceive their counterparts act toward them.

Method

A total of 415 students and 92 professors, from a large midwestern university, voluntarily completed the Revised Love/Hate Checklist (RLHC; Parish & Necessary, in press), which consists of 90 adverbs (45 loving & 45 hateful), from which each respondent selected 25 that best described how ______ acts toward _______. On form 1 of the RLHC the respondents selected those 25 adverbs that best describe how they (i.e., professors or students) act toward their counterpart, while on form 2 the respondents described how they (i.e., professors or students) perceived how their counterparts act toward them. Forms 1 and 2 of the RLHC were presented in a counterbalanced fashion so as to avoid any type of order effect.

Results and Discussion

A series of Chi Square analyses were conducted regarding each word on both of the above mentioned forms. In Table 1 the reader can see how the students perceived they acted toward their professors, as well as how the professors surveyed believed they acted toward their students. In Table 2, in contrast, the results reflect how students perceived professors to act toward them, as well as how professors perceived students acted toward them. The findings from both tables indicate a great deal of overlap of how professors and students perceived their actions, and how their counterparts were perceived to act toward them. However, there were some noteworthy dissimilarities too. For instance, students said they acted appreciatively and thankfully, and the professors surveyed acknowledged that students had the edge in these two categories. However, in some instances professors saw themselves acting in certain ways (e.g., happily, loyally, praising, & trusting), but the students surveyed did not agree. Likewise, in other instances students saw themselves as acting in certain ways (e.g., pleasurably), but the professors surveyed did not concur. These findings, plus other important differences (e.g., professors are more likely to see themselves as acting faithfully, gently, lively, and truthfully, while the students surveyed saw themselves as acting more delightfully and peacefully), suggest that there are important questions still needing to be answered regarding how both professors and students act, and how they act toward each other (e.g., professors indicated that students more often acted pleasingly and rudely, while students surveyed perceived that professors more likely are abusive, cold, and insensitive). Thus, the findings from the present study seem to indicate that some differences in perceptions between professors and students apparently exist. Such differences may greatly impair effective communications between these two groups of people, and hinder the establishment of a “quality school”-type environment. Whether or not this is so, and what can be done about it, is far beyond the scope of the present study. Further research will be needed to address these issues.
Control theory, the basis for reality therapy, is an attempt to explain how the human brain functions. While William Glasser has adapted it to education and transformed it into a current clinical model with therapeutic and educational implications, it previously enjoyed a long history in theoretical studies.

Pask (1976), Powers (1973), Sickles (1976) and others have contributed to the extension of the theory. Yet, one of the earliest forerunners of control theory was a Roman Emperor. Marcus Aurelius (121-180 A.D.) spoke of personal responsibility in a world dominated by the belief in external controls, i.e., the whims of the pagan gods. Below are listed quotations from what might be called the first book on control theory, The Meditations of Marcus Aurelius (1968). This list has been used in training sessions and has sparked many fascinating discussions.

“Bread I have none, yet I hold fast to reason.”

“Evil . . . lies not in any self external to your own. (It is) in that part of you that forms your views. Refuse the view and all is well.”

“All things have a purpose. The reasoning creature is designed for social action.”

“If anything is within the powers and province of man, believe that it is within your own compass also.”

“Let the wrong remain with him who first originated it.”

“Protest till you burst, men will go on all the same.”

“Nature has an aim in everything.”

“Men’s actions cannot agitate us, but our own views regarding them.”

“Everyone can live or lose the present alone.”

“Today I got clear of trouble. Say rather, ‘Today I cleared trouble out.’ Trouble was not without, but within.”

“The agitations that beset you are superfluous and depend wholly on judgements that are your own.”

Many Greek philosophers and Roman writers taught freedom of choice, and their ideas have permeated western civilization. But it is this highly revered Roman who epitomizes and foreshadows nearly 2000 years earlier the work of Norbert Wiener.
Norbert Wiener:

Norbert Wiener (1894-1964), a towering genius, taught at M.I.T. for 40 years and was beloved by his students as a brilliant and eccentric instructor. He was awarded an A.B. degree from Tufts College at fourteen and a Ph.D. from Harvard at eighteen. Before beginning his long career at M.I.T. in 1919, he worked for the General Electric Company at Lynn, Massachusetts, for the Encyclopedia Americana in Albany, New York, at the Aberdeen Proving Grounds, and as a feature writer for the Boston Herald.

Eves (1971) described him as “a voluminous and fluent writer, a gifted linguist, an entertaining lecturer, an ardent mountain climber, very empathetic, and the possessor of a highly creative mind.” (p. 83).

Stories abound about his down-to-earth professional behavior. Eves (1969) described his meeting with a student as he crossed the M.I.T. campus. “Wiener became engaged in a lengthy answer and explanation. At the conclusion, Professor Wiener looked perplexed and confused. Turning to the student, he asked, ‘Do you recall, when we met, in which direction I was headed?’”

His monumental work Cybernetics (1948) published the same year as George Orwell’s 1984 has been less popular but far more prophetic. In this work and in his later book Nonlinear Problems in Random Theory (1952), he initiated and developed his new approach to machines and people.

If control theory is relatively unknown at the present time, it was even less accepted when articulated by Wiener. In the 1961 revised edition of Cybernetics he wrote, “the chief obstacles which I found in making my point were that the notions of... control theory were novel and perhaps even shocking to the established attitudes of the time.” (p. vii).

His ideas, like those of many original thinkers, developed gradually. In the early 1940’s, he became engaged in a war project with Julian H. Bigelow and came to the conclusion that the term used by control engineers was important: feedback. He realized that because of the increased speed of airplanes, the accuracy of anti-aircraft missiles would need to depend on feedback.

Building on the work of MacColl (1946) and Maxwell (1868), he further applied the concept of feedback to neurophysiology, electrical engineering, medicine, “ultra rapid computing machines,” and other phenomena.

Because of the wide applicability of his work, he was approached by Gregory Bateson and Margaret Mead to apply the principles to anthropology and sociology. He described his response to their urgent request. “Much as I sympathize with their sense of the urgency of the situation, and as much as I hope that they & other competent workers will take up problems of this sort, I can share neither their feeling that this field has the first claim on my attention, nor their helpfulness that sufficient progress can be registered in this direction to have an appreciable therapeutic effect in the present diseases of society.” (1948, p. 24).

For Wiener, cybernetics was a mathematical science, and when later he chose to abandon a strict adherence to statistical analysis, he applied control theory to the field of information, language and society. Though he ventured into the societal applications of his findings, he cautioned “in the social sciences we have to deal with short statistical runs, nor can we be sure that a considerable part of what we observe is not an artifact of our own creation.” (1948, p. 164).

PURPOSE OF CYBERNETICS:

“The purpose of cybernetics,” he wrote, is “to develop a language and techniques that will enable us indeed to attack the problem of control and communication” and “to find the proper repertory of ideas and techniques to classify their particular manifestations under certain concepts.” (1952, p. 28). It appears that the procedures leading to change, as described in reality therapy, provide such a repertory. For in using the procedures we assist people to reflect on their own ability to control, the effectiveness of their messages (behavior) and to use the feedback they receive from the outer world.

HUMANISTIC APPLICATIONS

Besides describing the nature of cybernetics, Wiener ultimately stood for the humanistic application of his ideas. In Cybernetics (1948), he linked communication and control together. He stated that when we communicate with another person, we attempt to control, and when we control another human being, we communicate a message to the other person. Control theory as currently taught in the pages of this journal is based on the belief that all behavior is designed to control and that human messages are sent and received through wants, perceptions, and total behavior.

Subsequently, he played the prophet (1952). “...society can only be understood through a study of the messages and the communication facilities which belong to it; and that in the future development of these messages and communication facilities, messages between man and machines, between machines and man, and between machine and machine, are destined to play an ever-increasing part.” (p. 16).

Regarding the human control system, his central thesis is that the human beings function in a way analogous to “some of the newer communication machines” (1952, p. 26). In their cycle of operation, both have sensory receptors for collecting information from the external world. Both can make it available to enhance the operation of the person or the machine. This information is then transformed into further “stages of performance” which impact the outer world. He adds that just as individual responses can be viewed this way, the collective societal responses can be seen in a similar way. This author asks, could there be a collective, societal control system or a series of them? This possibility presents an interesting subject for speculation.

SUMMARY:

Marcus Aurelius and Norbert Wiener are two vastly different people...
with similar approaches to the human condition. The former reminds us of our inner responsibility, that we are driven by controllable motivations, and that we are controllers of our destiny. The latter informs us that human beings are control systems which function similar to computers and that a deeper understanding of "information machines" leads to a more profound appreciation of the human brain.

Both historical figures presage the elaboration of control theory by another genius who has rendered the theory practical, understandable, and immediately usable in therapy and in education.

References


William Glasser advocates the use of learning teams and class meetings as two tools to help improve schooling. The term cooperative learning is synonymous with the term learning teams. A review of the literature reveals many references are available for understanding the tools. A recent Thesaurus of ERIC, for example, lists 1607 entries under cooperative learning. Class meetings, led by the teacher, are used to solve behavioral and educational problems within the class. In 1993, Glasser presented readers a way of combining the teaching of control theory with the class meeting technique. The bibliography that follows will enable interested persons to locate information on learning teams and class meetings.


Deals with Johnson's cooperative learning model. Illustrates key concepts.


Glasser recommends learning teams and control theory.


Describes a successful staff development program in Greenwich, Connecticut. Explains "how we did it" and the effect the strategies had on students and teachers.


Discusses use of Reality Therapy in the schools. Advocates use of classroom meetings.


Says cooperative learning needs direct instruction. Tells how to promote it with group activities and public relations. Notes possible problems.


Proposes the use of class meetings led by the teacher to develop social responsibility and solve behavioral and educational problems. Devotes chapters 10-12 to explain techniques for conducting class meetings.


Gives his rationale for the use of learning-teams in schools in Chapters 6-9. cites examples of learning-teams developed by four teachers. Says "used properly, I believe the learning-team model is the most powerful teaching tool there is."


Says we must stop settling for minimal goals such as reducing dropouts and discipline problems and start convincing students to work hard because there is quality in what they are asked to do and how they are asked to do it. Claims students learning together in teams is much more need-satisfying than learning individually. Many other suggestions for improving schools are given.


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Book designed to help principals and other managers create a quality organization.


Describes developing collaborative skills for use in cooperative literature study, writing, and other areas in English class.


Discusses control theory and its power for changing students and classrooms. Glasser recommends adopting the teamwork approach used in extracurricular activities for use in academic areas.


Describes the activities and the approach used at Apollo High School to create a quality school. Team meetings and leadership groups were utilized.


A K-6 school in Arizona used control theory, reality therapy, and cooperative learning. Activities are described.


Report of a state validated program to help students learn cooperation skills. Includes lessons for primary and intermediate grades with activities and worksheets.


Reviewed 122 studies conducted between 1924 and 1981 dealing with social interdependence and achievement. Via a meta-analysis found cooperative learning experiences tend to promote higher achievement than do competitive and individualistic learning experiences. Results hold for all age levels and subject areas.


Says aim in a classroom should be cooperation. Teachers must be prepared to teach collaborative skills so cooperative learning will work. Deals with implementing cooperative learning and teaching cooperative skills. Using this booklet and Glasser's *Control Theory in
Cooperative learning warm-ups. *Instructor*, 102(7), 48-49.
Discusses cooperative learning in primary classrooms. One author describes how to achieve classroom cooperation. The other presents class activities that encourage a collaborative spirit.

Synthesized 27 reports on the effects of cooperative learning on achievement in secondary schools.

Recommend building team spirit and appreciating differences. Presents strategies for trying cooperative projects. Offers ideas for adding it to subject areas.

Exercises designed for K-3 students.

Module designed to help teachers learn the techniques for conducting class meetings.

Describes skills needed for effective learning teams and their application at the John Dewey Academy.

Older text on learning teams.

Useful text for developing team learning.

Reviews research and found no or few positive effects of ability grouping in 27 studies. Recommends cooperative teaching and within-class grouping as alternatives.

Covers basic concepts, learning in math, science, and multiethnic classrooms. Contains articles by Slavin, Sharon, the Johnsons, Kagan, Aronson, Davidson, and other.

Presents views of three scholars on cooperative learning. Recommends some techniques for grading and interaction including (1) round robin,
(2) partners, and (3) think pair.


Recommends cooperative learning within student groups for test review. Presents data from two research projects that it improves student achievement. Suggests methods for implementing it for test review.


Presents some benefits of cooperative learning.


Apollo High School students and faculty in southern California use the recommendations of William Glasser to create a school for high-risk students. Team learning, student-based decision making, substance abuse education, community service, quality environment, quality work, and quality relationships are some of the elements.


Suggests procedures for planning a cooperative learning activity. Suggest the technique offers motivation for history students. Sample lesson included.


Examined the influence that training in reality therapy and class meetings had on researcher and student behavior.


Discusses developmental and contextual issues that may be important to teachers considering students’ needs and interests in relation to language arts learning groups.


Strategies for use in elementary and junior high classrooms especially in reading and writing.


Describes the quality school model. Suggest ways to incorporate learning teams in the teaching of history.

Resource Sources
International Association for the Study of Cooperation in Education. c/o Ted Graves, P.O. Box 1582, Santa Cruz, CA 95061. (408) 426-7926.

The Cooperation Company (Resources for Cooperative Books, Games, and Materials). P.O. Box 422, Deer Park, CA 94576. (707) 963-5689.

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Editor’s Comment II
Guidelines for Abstracts

November 10, 1993

Institute for Reality Therapy
Northeastern University, 203 Lake Hall
Boston MA 02115

Dear Editor,

I am writing to you from the American Psychological Association’s secondary information services that currently covers your journal *Journal of Reality Therapy* in several of its abstracting and indexing products including the print product *Psychological Abstracts*, the CD-ROM product *PsycLIT*, and the online database *PsycINFO*.

In a recent review of the approximately 1300 journals on the PsycINFO coverage list, we found that a very small number of journals (11% or approximately 104 journals) do not provide some form of author-generated abstract to accompany each article. From time to time this creates a “problem” for the author when someone other than the author tries to convey their contribution in an abstract.

As a consequence, we are considering a revision in our policy of covering journals in PsycINFO products that do not include an author-generated abstract to accompany each article. However, before we make any policy revisions, we are contacting the editors of each of these journals to ask them to consider communicating with their authors on how to develop an abstract.

In requesting an abstract from your authors, you might want to explain that all secondary services look at the abstracts in a journal as part of their procedure for evaluating a journal for coverage. It also affords authors the best possible means of electronically disseminating the concepts contained in their contributions. Abstracts do not replace or fully represent articles; rather, abstracts are “finder aids” which help lead scholars to relevant articles. The American Psychological Association has developed guidelines for creating abstracts that are provided authors who wish to publish in APA journals. Enclosed is a copy of these instructions that you might wish to share with your authors.

Sincerely,

Sylvia S. Mitchell
Associate Editor for Coverage Development
*Psychological Abstracts/PsycINFO*
ABSTRACT

An abstract is a brief, comprehensive summary of the contents of the article: it allows readers to survey the contents of an article quickly and, like a title, is used by abstracting and information services to index and retrieve articles.

A well-prepared abstract can be the most important paragraph in your article. Once printed in the journal, your abstract is just beginning an active and frequently very long life as part of collections of abstracts in both printed and machine-readable forms. Most people will have their first contact with an article by seeing just the abstract, usually on a computer screen with several other abstracts as they are doing a literature search through an electronic abstract-retrieval system. Readers frequently decide on the basis of the abstract whether to read the entire article; this is true whether the reader is at a computer or in thumbing through a journal. The abstract needs to be dense with information, well organized, brief, and self-contained. Also, packing the abstract with key words will enhance the user's ability to find the abstract. A good abstract is:

* accurate: Ensure that an abstract correctly reflects the purpose and content of the manuscript. Do not include in an abstract information that does not appear in the body of the paper. Comparing an abstract with an outline of the paper's headings is a useful way to verify the accuracy of an abstract.

* self-contained: Define all abbreviations (except units of measurement) and acronyms. Spell out names of tests and drugs (use generic names for drugs). Define unique terms. Paraphrase rather than quote. Include names of authors, and dates of publication in citations of other publications (and give a full bibliographic citation in the article's reference list). If the study extends or replicates previous research, note this in the abstract, and cite the author and year. Include key words within the abstract for indexing purposes.

* concise and specific: Make each sentence maximally informative, especially the lead sentence. Be as brief as possible. Abstracts should not exceed 960 characters and spaces, which is approximately 120 words. Begin the abstract with the most important information (but do not waste space by repeating the title). This may be the purpose or thesis, or perhaps the results and conclusions. Include in the abstract only the four or five most important concepts, findings, or implications.

* nonevaluative: Report rather than evaluate: do not add to or comment on what is in the body of the manuscript.

* coherent and readable: Write in clear and vigorous prose. Use verbs rather than the noun equivalents and the active rather than the passive voice. Use the present tense to describe results with continuing applicability or conclusions drawn: use the past tense to describe specific variables manipulated or tests applied. As much as possible, use the third person rather than the first person. Avoid "boilerplate" sentences that contain no real information (e.g., "policy implications are discussed" or "It is concluded that").

An abstract of a report of an empirical study should describe in 100 to 120 words:

* the problem under investigation in one sentence, if possible;
* the subjects, specifying pertinent characteristics, such as number, type, age, sex, genus and species;
* the experimental method, including the apparatus, data-gathering procedures, complete test names, and complete generic names and the dosage and routes of administration of any drugs, particularly if the drugs are novel or important to the study;
* the findings, including statistical significance levels; and
* the conclusions and the implications or applications.

An abstract for a review or theoretical article should describe in 75 to 100 words:

* the topic, in one sentence
* the purpose, thesis, or organizing construct and the scope (comprehensive or selective) of the article;
* the sources used (e.g., personal observation, published literature); and
* the conclusions

An abstract that is accurate, succinct, quickly comprehensible, and informative will increase the audience and the future retrievability of your article. For information on how abstracts are used to retrieve articles, consult the PsycINFO Psychological Abstracts Information Services Users Reference Manual (1991).