Reality Therapy

Journal of

Spring 1992

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Table of Contents

Larry Litwack .................................. Editor's Comment 2
Rachel Williamson ................................ Using Group Reality Therapy to Raise Self-Esteem in Adolescent Girls 3
Patricia Cobb ................................ A Quality Day ... 12
Alexandria Rose ................................ The Insight Class
Arlin Peterson ................................

Arthur Copeland .............................. Control Theory and Dietary Change 17

Clarence Barrett ............................... Substance Abuse: A Window of Opportunity 20

Marie Croll ................................. The Individualist Roots of Reality Therapy: A Textual Analysis of Emerson's "Self-Reliance" and Glasser's Reality Therapy 22

Thomas Parish .............................. Ways of Assessing and Enhancing Student Motivation 27

Thomas Parish .............................. Enhancing Convergence Between Our Real and Ideal Selves 37

Patricia Martin ................................ Irina Khramtsova

Arlin V. Peterson ......................... Basic Needs-Competitive or Complementary 41

George D. Woodward ......................... Never Give Up 47

Bob Cockrum ................................

Robert Wubbolding ......................... Chartalk: A Valuable Tool for Learning 47

Carleen Floyd ................................

Judith McFadden ........................... Practitioner Quality: Setting a Standard 51
Editor's Comment

This issue marks the end of the eleventh year of publication for the Journal. Increasingly, we are seeing the diversity in settings, client populations, and applications of the principles of RT/CT. We are also seeing an increase in data-based reports of research studies built on the principles and process of RT/CT — this represents an important step forward.

The first part of this issue deals with the application of RT/CT in school settings. The report by William Williamson describes in detail the use of a group approach with reality therapy in North Carolina with a problem group of adolescent girls. The article by Cobb/Rose/Peterson deals with an approach on a larger scale in Texas for students in grades 7-12.

The second part explores more specific uses of basic principles. Copeland applies CT to the desire for dietary change. Barrett provides an interesting analysis of the area of substance abuse. Croll writes of a creative perspective of reality therapy by comparing basic concepts with ideas of Emerson.

The third part of the issue presents data-based articles on RT/CT, and help meet the need for statistical studies to serve as a foundation for future research. Parish describes a carefully thought out and researched approach to assessing student motivation. Collaborating with Martin/Khramtsova, he follows up a previous Journal article on the use of Telenet. Finally, Peterson/Woodward present a statistical study of psychological needs.

Serving as transition to the final section is a brief piece of poetry by Cockrum, who, until a challenger emerges, may rightfully be promoted to poet laureate of the Journal. Wubbolding/Floyd present the idea of Chartalk as a valuable adjunct to training. Our final article, by McFadden, describes an interesting approach to training in Australia.

The Journal continues to welcome articles from researchers and practitioners. As Editor, I am particularly interested in material based on work with minorities, in business and industry, in hospitals, and the application of RT/CT in cross-cultural settings.

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Do you ever wonder how some people seem to have it all together? William Glasser (1986) identified five basic needs which are built into our genetic structure as instructions for how we must attempt to live our lives. These needs are (1) The need to survive and reproduce, (2) To belong and love, (3) To gain power, (4) To be free, and (5) To have fun. If one's needs are met, then his or her self-esteem will be high. It is the contention of this paper that group reality therapy can be used to increase the meeting of the five basic needs and thus the raising of self-esteem. Glasser (1990) believes that self-esteem affects the ability to function in the school setting, and that feeling important is an experience that relates to few in the school setting. Nevertheless, if students feel good about themselves, they become successful. If not, they identify with failure and become failures in school.

Students with low self-esteem seem programmed for failure. As Glasser (1984) indicated, they have selected or incorporated into their picture album certain pictures in which they see themselves as unworthy of being loved, unworthy of achieving, and unworthy of having fun and freedom. They value just the opposite. They have chosen behaviors which are those of the underachiever, the unloved, and the abused. They are an unhappy bunch and they are excellent at venting feelings, using excuses, and not very good at doing anything about their situation.

William Glasser (1986) does not place all the blame for low self-esteem on the student. To quote Glasser, “In any school structure in which only a few can satisfy their needs, the rest will turn in their frustration away from schoolwork and toward the self-destructive but, to them, need fulfilling activities we all deplore.” (p. 71) When they become involved in self-destructive activities and they do wrong, their self-esteem will suffer accordingly. It will do so particularly if there is little effort on the part of students to correct their behavior. For example, if students use drugs, or act promiscuously, and make no effort to change their behavior, even though they may think their behavior is wrong, their self-esteem will suffer.

As the counselor at Stoneville High School, I began to notice a lack of self-esteem among many adolescent girls whom I had in counseling on a day to day basis. After much consideration, four girls with the lowest self-esteem and similar characteristics were selected to attend a group over a period of four weeks for the purpose of raising self-esteem. All had poor relationships with their friends, parents, and boyfriends. They had unhealthy habits, low school attendance, and two used abusive language
often. All were lacking fun and freedom in their lives. In other words, their five basic needs as outlined by William Glasser were not being met.

All the young adolescent girls in the group showed one or more negative symptoms and one or more negative behaviors shown in the chart below. Assuming that behavior is on a continuum, the great majority of their behaviors fell in the category on the left side of the chart. By using reality therapy in a group setting, the girls met their needs, that is, those needs listed in the center of the chart. As their self-esteem increased, their symptoms and behaviors fell to the right of the chart. They felt good about themselves and they became fully functioning and participating members of the school environment.

Chart 1
Using Reality Therapy to Enhance Self-Esteem

<table>
<thead>
<tr>
<th>Human Needs</th>
<th>Positive Symptoms</th>
<th>Positive Behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Belonging</td>
<td>Joying</td>
<td>Running</td>
</tr>
<tr>
<td>2. Power</td>
<td>Contributing</td>
<td>Walking</td>
</tr>
<tr>
<td>Competence</td>
<td>Volunteering</td>
<td>Swimming</td>
</tr>
<tr>
<td>Achievement</td>
<td>Doing</td>
<td>Music</td>
</tr>
<tr>
<td>Status</td>
<td>Hoping</td>
<td>Sports</td>
</tr>
<tr>
<td>Importance</td>
<td>Patience-</td>
<td>Reading</td>
</tr>
<tr>
<td></td>
<td>ing</td>
<td>Doing Homework</td>
</tr>
<tr>
<td>3. Fun</td>
<td>Trusting</td>
<td>Studying</td>
</tr>
<tr>
<td></td>
<td>Rational</td>
<td>Joining Clubs</td>
</tr>
<tr>
<td></td>
<td>Thinking</td>
<td>Helping Others</td>
</tr>
<tr>
<td>4. Freedom</td>
<td>Assertive</td>
<td>Grooming</td>
</tr>
<tr>
<td></td>
<td>Trying</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Self-accepting</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Wanting to</td>
<td></td>
</tr>
<tr>
<td></td>
<td>improve</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Healthful</td>
<td></td>
</tr>
<tr>
<td></td>
<td>activities</td>
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</tbody>
</table>

Unfortunately, in the beginning, the behavioral car of the girls with whom I worked looked very much like the one below. One might say that it was not traveling down the road of life at all. They spent a great deal of time spinning on the back wheels. In other words, they were not doing or thinking. They spent a great deal of time depressing, angering, headaching, stomaching, cursing, and blaming. As we worked in the groups, I actually taught them how the behavioral car works so they could see exactly what they were not doing. In fact, they were not doing at all. They were just spending a great deal of time feeling. Their behavioral car was not going anywhere.

Assume that each student drives an imaginary behavioral car such as the one pictured below. Each student tries to meet her basic needs of love and belonging, power, fun, and freedom. Also assume the front two wheels pull the car. If the student’s needs are met, she will have high self-esteem. However, to meet her needs, the student must think and participate in activities which will pull the car successfully. As a result, the back wheels involved with feelings and physiology will also be pulled successfully along the road of life. Self-esteem will be high. While working with the young adolescent girls at Stoneville High School, my goal was for each girl to drive a behavioral car such as the one below.
What's at Stake?

Students can consciously work to meet their needs, thus raising their self-esteem. Success in school, athletics, and other areas of their lives can contribute to their self-esteem. Students with high self-esteem have all their needs met in the areas of love and belonging, power, freedom, and fun. Students with low self-esteem have few, if any, of their needs met in the areas of love and belonging, power, freedom, and fun. The goal is to help students meet their needs through a combination of strategies to lead satisfactory lives. It is important for students to realize this also.
Pam - Pam is considerably overweight. She has poor health habits and gets very little exercise. She desperately wants a boyfriend. Unfortunately she will accept just about anyone. Also, she wants more freedom. Her mother grounds her if she is 15 minutes late. Usually she is late because she is testing the limits. She must go to church on Sunday if she gets to go out on Sunday night. There's a real lack of trust on the mother's part. Poor relationship with the mother.

Kelly - Kelly wants friends but has few. She's not a particularly attractive young lady but she's not ugly either. She has had a poor relationship with her dad. Basically her problem is in the way she acts. She gets on people's nerves. She constantly apologizes for everything. She is irritating. She tries to control and be bossy toward others. She turns people off. She flaunts her religion and is somewhat of a do-gooder. She is not a fun person to be around.

In setting up the group, I decided to run it for 4 weeks. In doing so, my plan was to apply the reality therapy principles with an aim toward helping each girl to satisfy the reality therapy needs and in so doing to raise self-esteem, assuming that satisfying needs would raise self-esteem which it did. The group looked something like this.

<table>
<thead>
<tr>
<th>Week 1 Day 1</th>
<th>RT Principles</th>
<th>RT Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make friends</td>
<td>Love and Belonging</td>
<td></td>
</tr>
<tr>
<td>Find out what</td>
<td></td>
<td></td>
</tr>
<tr>
<td>they are doing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Present Behavior)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is it helping (Have</td>
<td></td>
<td></td>
</tr>
<tr>
<td>them evaluate their</td>
<td></td>
<td></td>
</tr>
<tr>
<td>behavior.)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 1 Day 2</th>
<th>RT Principles</th>
<th>RT Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make a plan to do</td>
<td>Achievement</td>
<td></td>
</tr>
<tr>
<td>better</td>
<td>Power</td>
<td></td>
</tr>
<tr>
<td>Get a commitment</td>
<td>Recognition</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 1 Day 3</th>
<th>RT Principles</th>
<th>RT Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Don't accept excuses</td>
<td>Fun</td>
<td></td>
</tr>
<tr>
<td>Don't punish</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Don't give up</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 2</th>
<th>RT Principles</th>
<th>RT Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Repeat RT Principles</td>
<td>Achievement</td>
<td></td>
</tr>
<tr>
<td>with exception of</td>
<td>Power</td>
<td></td>
</tr>
<tr>
<td>make friends</td>
<td>Recognition</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 3</th>
<th>RT Principles</th>
<th>RT Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Repeat RT Principles</td>
<td>Fun</td>
<td></td>
</tr>
<tr>
<td>with exception of</td>
<td></td>
<td></td>
</tr>
<tr>
<td>make friends</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 4</th>
<th>RT Principles</th>
<th>RT Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Repeat RT Principles</td>
<td>Freedom</td>
<td></td>
</tr>
<tr>
<td>with exception of</td>
<td></td>
<td></td>
</tr>
<tr>
<td>make friends</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments and Observations

For the most part I tried to zero in on exact behaviors that they are doing. For example, “Kelly, what exactly are you doing?” For Kelly, this was very important in light of the fact that her behavior was so aggravating. Getting a value judgment and getting them to evaluate their own behavior is extremely important particularly because much of their behavior is immoral or just plain aggravating. I try to foster an environment of caring and try to help them with what they are doing. The group is a “safe” place where they can say what is on their mind. Generally they are good about confidentiality. I reward with positive comments whatever behavior I can. An example would be. “Your life has been difficult yet you have taken it well.” All members’ opinions are valued. Afterward, members often compliment others on their viewpoint. This recognition goes a long way toward building self-esteem. All group members help in the making of each other’s plans. For example, Kelly might relate to the group how she gets along with her dad. If a member of the group doesn’t follow through with the plan, the group will not accept her excuse. Sometimes constructive criticism coming from a group member will carry more weight than if it comes from the counselor, particularly if it concerns how to establish and maintain acceptable behavior. One of the ideas I have tried to emphasize in the group is that they will not succeed unless they persist in what they are doing. And lastly the plan is worthless unless it is followed by action.

The plan they develop must be:

1. Simple
2. Specific
3. They must do something
4. It can be repeated
5. It must be independent of others
6. It must not be put off
7. Each must report to the group.

Examples -Love and Belonging - Make a new friend - Tell the group about it.
-Achievement - Do five extra math problems for homework. Volunteer to go to the board in class. Communicate to the teacher your concern about your grade. Ask what you can do to bring up your grade.
-Fun - Give one example of wholesome fun engaged in.
-Freedom - Be home on time. This will result in raising parental trust thus giving you more freedom.

They, of course, decide on the plan.
Results

Sandy - Has made a plan for bringing up her English grade. At the present it looks as though she will graduate. She will be the first in her family to walk across the stage. Part of her plan was to see the teacher and talk with him and work out a plan for bringing up her English grade.

Christie - Will graduate. She has significantly reduced the amount of profane language she uses. She is not depressing as much. She is taking more responsibility for her own behavior. The relationship with her dad had improved.

Pam - Pam has stopped testing the limits. She comes home on time which has resulted in getting mom off her back. It has actually resulted in mom easing up a little bit. Relationship between the two has improved.

Kelly - Has reduced the “Pain in the butt” behavior. The others in the group were quick to point out that the reason she had no friends was her own fault. It was much more easily accepted coming from them than coming from me.

A pathogram is an excellent way to teach students to chart the meeting of their needs in the areas of love and belonging, power, fun, and freedom. It need not be complicated using exact increments. A student can very simply estimate the degree of the needs met in each area.

The above pathogram indicates that the student studies hard and makes good grades in school but does not get along with family and friends and has little fun and freedom.

Bibliography

A QUALITY DAY . . . THE INSIGHT CLASS

Patricia J. Cobb
Alexandria L. Rose
Arlin V. Peterson

The first author is the original creator of the Insight Class and the second author is an Insight Counselor in Midland, Texas; the third author is a professor at Texas Tech University, Lubbock, Texas. All three are reality therapy certified.

In the spring of 1986, two counselors were hired to write and implement a chemical abuse program for the Midland Independent School District in Midland, Texas. Originally, the focus of the class was on chemical abuse, but as growth and development were experienced, the broader concepts of making choices and accepting responsibilities became the theme of the class. (Glasser, 1984). This was the birth of the Quality Day . . . The Insight Class.

The class, facilitated by two counselors, targets students in grades 7 through 12. Enrollment is voluntary and takes place through self, parent, school, or legal request.

The present Insight Class uses major components from Glasser’s Reality Therapy . . . establishing the counseling environment and using the procedures that lead to change. The result is added strength, the opportunity for more self-confidence, better human relations, acceptance of responsibility, and a positive personal plan. In addition, the class provides young people with self-help tools to use daily in coping with challenges, in growing personally, and in gaining more effective control of their lives. (Glasser, 1965).

Structure of the Insight Class

Establishing the Counseling Environment

From the get-acquainted activities to the culminating activities, the counselors create a supportive environment so that students can begin to make changes in their lives. The environment is established by the counselors being able to: focus on present situations, look for strengths to see the bright side, use attending behaviors, suspend judgment, do the unexpected, use humor, be courteous/enthusiastic/genuine/determined/firm, be themselves and share self, listen for themes, use summaries and focus, allow silence, allow or impose consequences, be ethical, avoid discussing students’ feelings or physiology as though these were separated from their total behaviors, accept no excuses for irresponsible behavior, avoid punishing or criticizing, present attitude characterized by the slogan “We will work it out”*, and never giving up. (Wubbolding, 1988).

The Nowicki-Strickland Locus of Control Scale is administered during the early part of the day in order to help students understand the concept of internal and external control and apply this concept to their own lives.

Through processing and discussion, the students decide if there are changes to be considered in their lives. (Nowicki and Strickland, 1974).

Establishing the Procedures that Lead to Change

During the course of the day, specific procedures are used to help students determine what they want and also to become aware of corresponding needs they have. Attention is given to what they are doing, whether or not what they are doing is helping, and what other choices they might deem worthy to make their lives better. A commitment to a plan that will help them gain more positive control is made prior to the end of the day.

Students explore what they want from others, what others want from them, and what the wants are between the counselor and the student. They also use a “magic wand” to create a life for themselves in which they list 7-10 reasonable, realistic, legal, attainable wants for their lives that are not harmful to themselves or to others. They review their list and mark those wants they now have, check for wants that may conflict with each other, and replace the wants that need to be changed. This activity is accomplished by creating a picture album which helps them to visualize their quality world. (Glasser, 1990).

Total behavior is explained using a large yellow, labeled, plastic car. The engine is labeled with the needs, the steering wheel with the wants, and the wheels with the four components of behavior . . . doing, thinking, feeling, and physiology.

Opportunities are given for the students to personalize the concept of total behavior in their lives and share this with the others in the class. Through this sharing, the students realize that they do indeed choose what they do, that they can change most of their thoughts, and when they do, the feelings and physiology will eventually follow; thus giving them the ability to be in better control of their lives.

“This Is Your Life” is the part of the class in which students briefly share significant lifetime events . . . from first memories to the present time. Emphasis is in the here and now, how they are currently choosing to live their daily lives, what they are doing. With guidance from the counselors, the students evaluate their behavior through the asking of questions. “Is your behavior helping or hurting you?” “What is it you are doing helping you to get what it is that you want?” “Is what you are doing acceptable behavior?”

Through situation cards and role playing, students learn the model for making plans. They internalize this information by making a responsible decision toward changing or enhancing one aspect of their lives. Individual plans are written and shared with the group. These plans are specific, attainable, measurable, and immediate. A commitment is made and support is offered by their peers and by the counselors. In the following weeks, the counselors meet with the students on their school campuses to review, revise, and renew the plans from the Insight Class.
Concluding the Day

After the students and parents share an evening meal, the parents convene as a group with one of the counselors where they have the opportunity to get acquainted, receive an overview of the Quality Day, be introduced to Control Theory, ask questions, and are given a convenient time to schedule an individual conference as a follow-up of the day.

Meanwhile, the students continue with the other counselor, discussing special issues, reviewing plans, viewing related videos, and affirming each other with encouragement and support. A special bonding is established during the day that remains long after the students return to their campus.

Postscript

The program has been in place for the past five years with comments such as the following as proof of the value of providing such a Quality Day for students and parents.

Student Comment: "Early this morning I felt that 12 hours would be forever, but now that the day is over, I don't want to leave. I have really learned a lot about the choices I've been making and I know that I will do better from now on."

Parent Comment: "My daughter and I learned so much from this one day. I wish every parent and student could experience the Insight Class."

Schedule for the Quality Day

8:00-8:15 Class Registration
8:15-8:30 Class Orientation — introductions, general information, guidelines, goals, and questions.
8:30-9:00 Complete, score, and discuss the Nowicki-Strickland Locus of Control Scale. Focus on "choosing" behavior.
9:00-10:00 Involvement activities which will facilitate students becoming acquainted with each other, establish group trust, and to initiate group bonding.
Paired Interviews
Go-arounds
Discussion Circle

10:00-10:15 Break
10:15-11:30 Exploring Wants and Needs — Picture Album
Students explore wants from others, what others want from them, and what the wants are between the counselor and student.
Students use "magic wand" to create life for themselves. List 7-10 reasonable, realistic, legal, attainable wants for their lives that are not harmful to self or others.
Students look back over list — mark those wants they now have, check for wants that conflict with each other or wants that conflict with others' wants. Check to see if the wants are reasonable, realistic, legal, attainable, not harmful, and replace wants that may need to be changed.
Students take each want individually and tell what their life would be like if they had that want.
Define and Discuss basic needs. Relate each want to a need. What patterns exist?

11:30-12:00 Lunch
12:00-12:45 Continue with wants and needs.
Cartoons — Work in pairs — decide what need is being controlled for — process with group.
Complete Pete's Pathogram — assess degree to which each need is met and amount of energy expended.
Use Picture Album worksheet to depict pictures of meeting each of the 4 needs — Process with group.

12:45-1:00 Energizer (Jokes)
1:00-1:45 Exploring Total Behavior and Evaluating
Explain concept of Total Behavior. Use big, yellow, labeled, Total Behavior convertible.
Give example of personal situation. Then answer these questions: What was I doing? What was I thinking? What was I feeling? What message was my body giving me?
Students give example of an enjoyable time and answer the same questions.
Give example of an unpleasant situation. Answer same questions.
Students give example of an unpleasant situation and answer the 4 questions.
Students pick one of the situations and rank the 4 behaviors in order from the easiest to change to the hardest to change.
Students are then asked to: stand up, think about eating caviar, be lonely, and get a cramp in their leg.
We have almost total control over our actions, some control over our thoughts, almost no control over our feelings without some kind of thoughts or actions first, and very little over our physiology.
We can choose what to do.
We can change most of our thoughts.
When we do this, feelings and physiology will eventually follow.
We are in charge!!

1:45-2:30 "This Is Your Life"
Each student briefly shares significant events in his/her life — from first memories to present time. Emphasis is then placed on how they are currently choosing to live their daily lives — what they are doing.
The counselor then helps the student evaluate his/her behavior through the asking of questions.
Is your behavior helping or hurting you?
Is what you are doing helping you to get what you want?
Is what you are doing acceptable behavior?
(against the rules)

2:30-3:00 Break — Exercise (walk or other physical exercise).

3:00-3:45 **Planning and Commitment**
Planning Group Role Play
Use situation cards and go through Group Planning Model.

3:45-4:00 **Picture Taking**

4:00-4:45 **Special Issues - Information**
Address issues as appropriate to each class.
(Alcohol, other drugs, eating disorders, suicide, sexual issues)

4:45-5:30 **Planning Group**
Individual Plans

5:30-6:00 **Dinner**
Students eat with their family during this thirty minutes.

6:00-8:00 Students return to their student group.
Process the day.
Review Plans
View video “The Power of Choice” as a culminating activity.
Affirmation - from peers, counselors, and themselves. (put on poster with their picture)

6:00-8:00 **Parents convene as a parent group.**
Brief get-acquainted activity
Overview of the Quality Day/Insight Class
Introductions to Control Theory
Questions/Comments
Sign-up for individual conference the following week.

**Parent Follow-up**
- Individual conference
- Referral information as appropriate

**Student Follow-up**
- Individual conference with student on campus Review, Revise, Renew the plan from Insight Class.

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**CONTROL THEORY AND DIETARY CHANGE**

Arthur R. Copeland

The author, reality therapy certified, is a contributor from Delmar, New York.

Changing what you eat is never very easy, generally because the foods that you want to stop eating are the very ones you love and enjoy and want to continue to eat. How do you then learn to give-up what you like?

Recent research points to some dramatic examples of people who did just that and have continued their dietary “turn-about” with success. These individuals, both men and women, had been confronted with drastic choices - either they lower their fat and cholesterol intake immediately or continue to be in danger of a heart attack, of having a second heart attack or stroke or, in severe cases, of facing a diagnosis suggesting fatal complications in the near future.

With incredible speed, many of these people have made dramatic changes in their dietary and life-style habits. Why then can they seem to change so quickly and continue their changes while so many start out with all the best intentions but return to their old habits only after a few short weeks or months?

To explain this, one needs to look closely at the human brain and what it is supposed to do. By design, it is a control mechanism which helps us attempt to meet our needs. It tells us, based on our experience, what might be good or not good to do in all types of circumstances. In its core, its prime directive is to survive. In ancient times, most of our ancestors’ lives revolved around meeting their survival needs such as food, shelter and protection. In our modern society, although many people face difficulties in maintaining their lifestyle, very few truly lead lives entirely devoted to pure survival. State agencies, federal government, charitable and public institutions provide, if not perfect, at least adequate services that meet basic human survival needs.

If it is true then that most people no longer spend much of their time attempting to meet our survival need, what basic needs are they attempting to meet? Glasser (1976, 1981, 1984) suggests that there are four dominant psychological needs in our life. These are the need to give and receive love, to exercise freedom of choice, to have fun and experience the “spice of life” and lastly, to feel as though we have some control and power over who we are and what it is we are doing. The degree to which we are able to successfully meet these needs through our daily activities directly relates to how happy and successful we feel our lives are. The better able we are to satisfy our basic needs, the more in control we feel and the more successful we become.

Believe it or not, eating is a unique activity that actually meets all four of these needs. Many people find that they can exercise their freedom of choice by choosing certain food items in the store. The daily or weekly
shopping trip enables many people to not only experience a great deal of freedom, but to also experience power and control as they pick and choose, reject and accept.

Eating is also a social activity. Many people help meet their need for love and acceptance by cooking for others, often judging their worth on the quantity of food their family or guests consume. Similarly, family members, wanting to please, often eat more then they should in order to help the preparer meet his or her love and acceptance need.

Eating is fun. At all types of sporting events, family gatherings or parties, eating is an extension of the occasion. Special foods, usually high in fat, cholesterol and salt are such an integral part of the event, that without them, the occasion would not be special. As with most celebrations, eating large amounts of food is all part of the fun.

On the other hand, many people exercise great power over family and friends by choosing not to eat or only eating very small amounts. For example, very young children who refuse to eat gain a great deal of attention as family members attempt all sorts of maneuvers to encourage clean plates and "healthy" appetites. This same tactic may be equally effective when used by depressed people seeking the attention and concern of others.

Eating can help meet so many needs. It is no wonder then that when we try to eliminate some favorite foods from our diet, our efforts are often hard to sustain because we are losing very effective behaviors that meet and satisfy our needs. People who are faced with life-threatening choices often find dietary changes easier to make because they are desperately trying to meet their basic survival need. Yet, for most people, this can be a difficult process to go through.

Changes in our diet are easier to attain if we approach these changes realizing that our need satisfaction process is also going to be affected. This "period of adjustment" is best served by taking some intermediate steps through which food is prepared to look and taste the same as what had been eaten while at the same time being nutritionally superior. Examples of this can be seen in the following:

1. Decreasing the amount of fats and salt used in recipes often leads to little taste difference.
2. Taking advantage of many fat-free or reduced fat products in the supermarket.
3. Substituting skim milk for whole milk, egg whites for whole eggs and liquid vegetable oil for butter or shortening.
4. Purchasing low fat and low cholesterol cookbooks to help create new dishes or alter old ones. The American Heart Association distributes free brochures that illustrate how recipes can be altered to achieve greater nutritional value as well as providing suggestions for new main course dishes and desserts.

Changing slowly and realizing the importance of continued need satisfaction in the process is the key for success. As we become accustomed to foods lower in fat and cholesterol and at the same time meet our four basic psychological needs (love, power, freedom and fun) we become "stronger" and better able to make later changes that, if chosen originally, would have succeeded only temporarily. Dietary change can be successful for anyone willing to consider the importance of continued need satisfaction as they try to meet their own goals for improved nutrition.

References

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SUBSTANCE ABUSE: A WINDOW OF OPPORTUNITY
Clarence Barrett

The author is in practice in Greenleaf, Oregon.

Most alcoholics have been at one time or another referred to Alcoholics Anonymous by their minister, employer, doctor or counselor, or even threatened with divorce or worse by their spouse if they did not contact AA and seek help. For many years it was considered a major, if not the only, threat. Another threat was divorce or worse by their spouse if they did not contact AA. In many cases it was everywhere. Many times there just wasn't anything else. Most of the AA members were, and are, dedicated people, anxious to help those with a similar problem, particularly in getting them the immediate care they need - detoxification, food, shelter, friendship, personal support.

Alcoholics Anonymous did a lot of good for a lot of people over the years, but it does not work for everybody. It can be a valuable support system when used in conjunction with a viable treatment mode but it is not in itself a treatment system, much as its protagonists like to claim the contrary. While it makes exaggerated claims for its long term successes, valid success statistics are strangely non-existent. And it is surprising how many doctors, ministers, counselors and other referring agencies make casual referrals to AA without having ever attended an AA meeting and without being aware of the true nature of that resource.

First of all, AA is a religious approach to dealing with alcoholism. In an effort to soften that aspect, AA has chosen to label it "spiritual" rather than religious, although the connotation is the same. The twelve steps of the program and the twelve traditions by which it survives leave little doubt as to its religious nature. The basic tenets may be perceived in a few of the twelve steps:

1. We admitted we were powerless over alcohol - that our lives had become unmanageable.
2. Came to believe that a Power greater than ourselves could restore us to sanity.
3. Made a decision to turn our will and our lives over to the care of God as we understood Him.
4. Admitted to God, to ourselves, and to another human being the exact nature of our wrong.
5. Were entirely ready to have God remove all these defects of character.
6. Humbly asked Him to remove our shortcomings.
7. Sought through prayer and meditation to improve our conscious contact with God as we understood him, praying only for knowledge of His will for us and the power to carry that out (Alcoholics Anonymous, 1976).

In my counseling experience it appeared that there had developed a growing resistance to AA and its twelve step program. To many people a referral to AA was unacceptable and often counter-productive. Many did not want to stand before a crowd of strangers and declare themselves "alcoholic". Many did not like the idea of stating they were powerless over alcohol or that the only way they could shed the habit (disease?) was through the intervention of a deity, so they attended a meeting or two and then gave up. But they were equally reluctant to undertake the transition to complete abstinence on their own. They badly needed help, support, encouragement but of a different sort than they were offered in AA.

Traditional treatment methods, particularly those based on stimulus-response psychology, have similarly proven unacceptable or ineffective in a great many cases (Saunders, 1985). After a hundred years, more or less, of study, conceptualization and experimentation alcoholism is still out of control. Even the staid National Graphic magazine recently featured alcohol and its physical, psychological and societal implications (February, 1992). Diane M. Riley and others, in 1987, after an exhaustive review and comparison of existing alcohol treatment studies, concluded that since no then current treatment worked very well, perhaps efforts should be directed to developing an alternative treatment with a demonstrable effectiveness. It was time for a change. But little has changed since then. Most "new" approaches to treatment have been merely the application of the same old techniques in an updated social milieu.

This would seem to provide an ideal window of opportunity for the application of the principles of reality therapy and control theory in providing "treatment with a demonstrable effectiveness". A recent article in Publishers Weekly (Dec. 6, 1991) pointed out the development of a backlash against the mainstream recovery movement - a new move toward the stressing of personal responsibility in the treatment of substance abuse. Isn't that what reality therapy is all about? Bruce Mack's announcement in the last IRT Newsletter (Winter, 1991) of the Institute's plan to approach the substance abuse occupational community with continuing education in RT/CT was a welcome one.

The strengths and weaknesses of Alcoholics Anonymous and traditional treatment methods, along with the potential of reality therapy and control theory concepts to provide an effective alternative, are extensively discussed in Beyond AA: Dealing Responsibly With Alcohol (Barrett, 1991). The Foreword is by Dr. Glasser.

References

21
As early as 1841 Emerson was railing at the way society undervalued the potential of its individuals. He recognized that people were finding no worth in themselves and had begun looking outside of themselves for instruction and answers. He understood that people had to turn their attention back towards themselves. Emerson believed, as Glasser does, that every person was capable of self-reliance or responsibility.

Point Two

Glasser: Working in the present and toward the future, we do not get involved with the patient's history because we can neither change what happened to him nor accept the fact that he is limited by his past. (p. 44)

Emerson: These roses under my window make no reference to former roses or to better ones . . . . There is simply the rose; it is perfect in every moment of its existence . . . But man postpones or remembers; he does not live in the present, but with reverted eye laments the past, or, heedless of the riches that surround him, stands on tiptoe to foresee the future. He cannot be happy and strong until he too lives with nature in the present, above time. (p. 1340)

Here Glasser makes his second significant departure from traditional therapy. He points out that psychiatry's concentration on the client's past has done little actually to help the client. This focus on history, he feels, is like holding a magnifying glass over the person's former failures. Showing the client that he/she is inadequate in this way excuses him from facing responsibility in the present.

Glasser sees the importance of clients' both liking themselves and accepting responsibility for themselves in the present. He says that we may or may not be responsible for what happened to us in the past but we are all responsible for fulfilling our needs right now. Emerson too recognized the need to be at one with ourselves in the present. Like the natural world that we stem from we must see ourselves as complete today. Emerson viewed a backwards focus as a drain on our all-important authority over ourselves.

Point Three

Glasser: We relate to patients as ourselves, not as transference figures. (p. 44)

Emerson: Let a stoic open the resources of man and tell men they are not leaning willows . . . . that with the exercise of self-trust, new powers shall appear . . . . that he should be ashamed of our compassion, and that the moment he acts from himself . . . . we pity him no more, but thank and revere him, — and that teacher shall restore the life of man to splendor, and make his name dear to all history. (p. 1343-44)

Glasser regards the transference relationship of conventional psychiatry as false for the client. He believes that clients do not need to re-enact failed relationships from the past, but need instead to develop
meaningful ones in the present. The reality therapist will attempt to establish such a relationship with the client, whereas the traditional therapist tries to remain personally uninvolved.

Once the relationship based on transference has been “successful”, the conventional therapist will interpret the client’s behavior in order to help him gain insight into the past. According to Glasser, this technique undervalues the client as an individual in assuming that he is not capable of interpreting his own behavior and evaluating whether or not it is working for him. This, in turn, renders the relationship between client and therapist unequal. The therapist is the one with the answers and the client must submit himself to the therapist’s notion of how he should be transformed.

Glasser believes that by empowering individuals and teaching them to see that they are responsible for their own changes, clients will be able to establish need-fulfilling relationships. Emerson too believed that we all have worth as individuals but that sometimes we have to be taught to recognize this. He also realized that if a person were sufficiently self-reliant, he would see that the people around him do not possess a strength and creativity that he cannot possess himself.

Point Four

Glasser: We do not look for unconscious conflicts or the reasons for them. A patient cannot become involved with us by excusing his behavior on the basis of unconscious motivations. (p. 44)

Emerson: Discontent is the want of self-reliance; it is infirmity of will. We come to them who weep foolishly, and sit down and cry for company, instead of imparting to them truth and health in rough electric shocks, putting them once more in communication with their own reason. (p. 1344)

In reference to traditional psychiatry’s concern with the patient’s unconscious, Glasser believes that even if a client knows the unconscious reason for every move he makes, it does not necessarily change behavior and does not help to fulfill needs. Clients continue to have problems because they are acting irresponsibly in the present. Through reality therapy, the client is taught to review his present behavior so that he can see for himself that he is not fulfilling his needs.

Like Glasser, Emerson stated clearly his belief that we must face ourselves in the present in order to have “health” and self-reliance. Both of these things, he stated, could be achieved only through action. And while Emerson made no direct reference to the unconscious, he was grappling with a concern similar to Glasser’s. Emerson saw people in nineteenth century Christian society using prayer as an excuse for inactivity and subservience. Instead of passively paying homage to a power outside of themselves, Emerson felt that they should see it in their every action. They should see prayer in “... the farmer kneeling in his field to weed it.” (p. 1344) Emerson went on to distinguish between true and false prayers. The farmer’s activity is a true prayer whereas our regrets are false prayers.

Point Five

Glasser: We emphasize the morality of behavior. We face the issue of right and wrong which we believe solidifies the involvement, in contrast to conventional psychiatrists who do not make the distinction between right and wrong, feeling it would be detrimental to attaining the transference relationship they seek. (p. 44)

Emerson: Nothing can bring you peace but yourself. Nothing can bring you peace but the triumph of principles. (p. 1349) He who would gather immortal palms must not be hindered by the name of goodness, but must explore if it be goodness. Nothing is at last sacred but the integrity of your own mind. (p. 1332)

According to Glasser, conventional psychiatry presupposes that because the patient is mentally ill he is not to be held morally responsible. He also contends that since society is based on standards of right and wrong, the client cannot begin to face reality until he has examined these issues for himself; and who better to do this with than his therapist. For the therapist might well be the most responsible person in the client’s life at that time. This is an important part of the reality therapist’s role in that unless the client judges his own behavior, he cannot change.

Emerson too emphasized the importance of morality to the individual. He recognized that there was a moral law inherent in nature with which the individual has a chosen relationship. Because this morality comes from within each of us, we must trust ourselves to be our own taskmaster. “High be his heart, faithful his will, clear his sight, that he may in good earnest be doctrine, society, law, to himself, that a simple purpose may be to him as strong as iron necessity is to others!” (p. 1343)

Point Six

Glasser: We teach patients better ways to fulfill their needs. The proper involvement will not be maintained unless the patient is helped to find more satisfactory patterns of behavior. Conventional therapists do not feel that teaching better behavior is a part of therapy. (p. 45)

Emerson: It is only as a man puts off all foreign support, and stands alone, that I see him to be strong and to prevail. He who knows that power is inborn, that he is weak because he has looked for good out of him and elsewhere, and so perceiving, throws himself unhesitatingly on this thought, instantly rights himself, stands in the erect position, commands his limbs, works miracles; just as a man who stands on his feet is stronger than a man who stands on his head. (p. 1349)

Where Glasser differs from conventional therapy on this final point is in his belief that the role of the therapist is to do more than simply gain insight into the causes of the client’s behavior. Reality therapy teaches the client that he must progress beyond this to fulfilling his needs independently
and responsibly in the real world. It is this same belief that is the main thrust behind “Self-Reliance”. Indeed, Emerson expressed it best when he wrote, “Welcome evermore to gods and men is the self-helping man. For him all doors are flung wide: him all tongues greet, all honors crown, all eyes follow with desire.” (p. 1344)

Conclusion

By grounding Glasser’s ideas in the broader mainstream of American philosophy, clearly his therapeutic approach can be considered neither idiosyncratic nor intellectually superficial. So many of Glasser’s points have their antecedents in “Self Reliance” that we cannot help but recognize them. Glasser, however, extends these collective wisdoms in his applied psychology. Central to all of his points is his notion of the underlying dignity of the individual and a belief in the potential, indeed, the necessity of that individual to choose his own direction. Moreover, both writers understand fully that the stronger the individual becomes, the more likely that individual will make a choice in his own best interest, and that his own best interest will also be the best interest for society. One is reminded of Emerson’s story of the sot, borrowed from Shakespeare, and one to which Glasser would undoubtedly subscribe:

That popular fable of the sot who was picked up dead drunk in the street, carried to the duke's house, washed and dressed and laid in the duke's bed, and, on his waking, treated with all obsequious ceremony like the duke, and assured that he had been insane, owes its popularity to the fact, that it symbolizes so well the state of man, who is in the world a sort of sot, but now and then wakes up, exercises his reason and finds himself a true prince. (p. 1337-38)

References

we are getting, little additional effort is likely to be expended to change this situation, but when we receive less than expected or wanted, our internal thermostats (i.e., worlds 3, 4 and/or 5) generate an error signal usually followed by various actions on our part in order that we might more likely get what we want. For instance, many students have been satisfied by getting a B on a test in one class, yet very dissatisfied when receiving a B on a test in another class. The reason for this emotional bipolarity is obviously not due to the actual grade since it is the same in both instances. Rather, it is due to individual expectations or desires, or whether that grade is in our "All-I-Want" world or our "All-I-Don't-Want" world ... or maybe because it's in our "Combination" world.

As individuals strive to stay within their "All-I-Want" world and avoid being in their "All-I-Don't-Want" world or their "Combination" world, they sometimes act very inefficiently rather than efficiently — as they seek to fulfill their expectations and desires. Inefficient behaviors are actions that help individuals to fulfill one or more needs but simultaneously create new needs. These inefficient behaviors are engaged in for various reasons, e.g.:

(1) individuals may not know any better,
(2) individuals believe the behavior used to work,
(3) individuals unthinkingly do it out of habit, and/or
(4) individuals may have thought it was a good idea at the time (Glasser, 1984a).

In contrast to inefficient behaviors, efficient behaviors not only fulfill one or more needs but are able to do so while avoiding the creation of new needs. According to Applegate (1981), whether individuals act efficiently or inefficiently to satisfy their needs is always a function of their own choices (see Table 1), but there are some key factors depicted in a previous article (Parish, 1990b) that may impact upon how efficient this (these) choice(s) may be.

Let's assume, for instance, that students aren't doing what we (i.e., the teachers) perceive to be needed. When this happens we need to ask ourselves at least three (3) questions.

**Question #1**

Do our students comprehend the nature/gravity of the problem, or are they ignorant or unaware of it? If they are ignorant, then they may need to be educated regarding the nature of the problem, and in so doing move from ignorance to awareness of the primary problem, for in so doing they'll more likely experience "True Conflict" as described by Glasser (1984a).
Question #2
Do they know the most efficient ways to correct the problem?

As pointed out by Glasser (1980), people will not learn until they believe that what is taught will help them in some important way. If our teaching is to be effective it must offer practical ways to take charge of one’s life, and in so doing move the person out of “True Conflict” over previously irresolvable problems and into “False Conflict”, since the individual in question now knows what s/he must do to beat the problem at hand, although it may not be done since it may require a “hard work” choice. Notably, teachers are responsible for helping students move from one state to another by familiarizing them with problems and ways to resolve them, respectively, but the students are always responsible for applying what they’ve learned and then doing it, doing it right, and doing it right now. That’s why we ask Question #3, i.e., “Do the students feel the need to succeed?” If not, we must be sure not to give up on them, nor coerce or punish them arbitrarily. Rather we must seek to find ways to persuade or influence them to the best of our abilities, and continue to model efficient behaviors ourselves. After all, how can we expect our students to act efficiently if we don’t make every effort to act efficiently ourselves.

Basically, teachers need to realize that they are constantly choosing behaviors either from their “Inefficient Playbook” or from their “Efficient Playbook.” As displayed in Table 2, behaviors from our “Inefficient Playbooks” have gains, but also have losses, associated with them. These inefficient behaviors for teachers extend beyond the partial list in Table 2, however, for they also include the following:

<table>
<thead>
<tr>
<th>Arrogancing</th>
<th>Impatienning</th>
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<tr>
<td>Assuming</td>
<td>Insensitively</td>
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<tr>
<td>Coercing</td>
<td>Lacking commitmen</td>
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<tr>
<td>Complaining</td>
<td>Lacking enthusiasm</td>
</tr>
<tr>
<td>Criticizing</td>
<td>Lacking sufficient preparation</td>
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<tr>
<td>Derogating</td>
<td>Lacking a sense of humor</td>
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<tr>
<td>Directing</td>
<td>Lacking a sense of worth</td>
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<tr>
<td>Enabling</td>
<td>Manipulating</td>
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<tr>
<td>Excusing</td>
<td>Procrastinating</td>
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<td>Ghosting</td>
<td>Punishing</td>
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<tr>
<td>Hating</td>
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</table>

Notably, all the above mentioned inefficient choices do provide gains as well as losses in terms of our needs for love and belonging, power and worth, fun, freedom, and survival. As time permits, you might peruse each of these behaviors (as in Table 2), and seek to determine “What gains and losses are associated with each of them?”

Furthermore, teachers need to examine the pictures in their “All-I-Want” worlds and their “All-I-Don’t-Want” worlds, as well as the pictures in their students’ “All-I-Want” and their “All-I-Don’t-Want” worlds and seek to ascertain (1) if they are worlds apart (see Table 3), and (2) be sure to select behaviors in the future that are need-satisfying for both the teacher and his/her students. Examples of such need-satisfying, efficient behaviors that generally meet more needs than they create appear in Table 4. Teachers need to be able to model how they can be happy by satisfying their students’ needs IF they are going to be effective in helping students to act similarly, and in so doing satisfy their own needs and the needs of others too.

Regarding students’ choices, they, too, need to realize that they are constantly having to reach into their playbooks, either their inefficient one (which were offered by the counseling staff of the Abilene [Kansas] Middle School):

| Has poor attendance     |
| Shows tardiness         |
| Reads below grade level |
| Resists aggressively the authority of the teacher/principal |
| Displays little or no interest in school |
| Is not in any extracurricular activities |
| Refuses to participate in gym activities |
| Disciplinary record includes expulsion-suspension or warnings of suspension |
| Poor self-image         |

All of the above gains/losses may vary over time. Notably, efficient behaviors have a higher benefits/cost ratio than inefficient behaviors.

Subject to loss of security since you will not have control yourself.

But within many students’ efficient playbooks are these behaviors:

Can specify what they want out of the class (Master Teacher, 1990)
Makes commitments to reach their goals (Glasser, 1990b)
Demonstrates a good attitude (Glasser, 1990b)
Feels okay about their right to achieve (Master Teacher, 1990)
Works hard (Glasser, 1990b)
In column 1 kindly rate each item from 1 to 10, or from dislike intensely to like intensely.

Now let's pretend you can cut your class size by one student. Further, pretend you're him or her and in column 2 rate each item from 1 to 10 (dislike to like) as though you were him or her.

What do these various ratings tell us?

Does the best s/he can (Glasser, 1990b)
Does what the teacher says (Glasser, 1990b)
Doesn't give the teacher a hard time (Glasser, 1990b)
Acknowledges they have to work well with others to find success (Master Teacher, 1990).

Table 3
Crystallizing our "All-I-Want" versus the "All-I-Don't-Want" Worlds

<table>
<thead>
<tr>
<th>Item</th>
<th>Column 1</th>
<th>Column 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breaking rules</td>
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<tr>
<td>Drugs/Alcohol</td>
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<td>Homework</td>
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<tr>
<td>Math</td>
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<td></td>
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<tr>
<td>Meeting deadlines</td>
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<td>Parents</td>
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<tr>
<td>Peers</td>
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<td>School</td>
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<td>Science</td>
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<td>Teachers</td>
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<tr>
<td>Tests</td>
<td></td>
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<tr>
<td>Work</td>
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</tbody>
</table>

In column 1 kindly rate each item from 1 to 10, or from dislike intensely to like intensely.

Now let's pretend you can cut your class size by one student. Further, pretend you're him or her and in column 2 rate each item from 1 to 10 (dislike to like) as though you were him or her.

What do these various ratings tell us?

For instance, the process of reality therapy (described elsewhere: see Glasser, 1984b, Parish 1990a) has been found to be very effective in furthering teachers' efforts to enhance students' classroom-related and nonclassroom-related skills and perceptions in various elementary and high school settings (e.g., Atwell, 1982; Browning, 1979; Dakoske, 1977; Gang, 1975; Hart-Hesler, Heuchert, Whittier, 1989; Hawes, 1971; Heuchert, Pearl, & Hart-Hesler, 1986; Houston-Slowik, 1983; Jensen, 1972, Matthews, 1973; Poppen, Thompson, Cates, & Gang, 1985). In addition, other studies have found similar results as teachers have sought to enhance college students' skills and perceptions (e.g., Martig, 1979; Parish, 1988a, 1988b; Parish &
Such success with so many different groups of individuals is truly remarkable. Notably, however, reality therapy was NOT originally developed for classroom applications. Rather, it was intended for use primarily as a counseling strategy in a one-to-one type situation. Recently, however, Glasser (1990b) introduced the Quality School model and, throughout this book, discussed efficient roles and/or behaviors teachers can implement in order to have a more positive impact in helping students develop better classroom-related and nonclassroom-related skills and perceptions. These roles, or behaviors, that teachers are to engage in, are summarized in Table 5. In many ways they seem to parallel the process of reality therapy, but unlike reality therapy these roles are specifically intended for use in the classroom. Of course, since reality therapy has been around a long time, there's lots of research findings available that support how effective such strategies have been in classroom settings (e.g., see research reports cited above), but if teachers really want to see how to make a difference in their classroom. Of course, since reality therapy has been around a long time, it may be hard to believe, but some students actually seemed to have placed their emotions into their "All-I-Don't-Want" world, but as a consequence of my endeavors to adhere to these roles specified in Table 5 I discovered that my students' level of enthusiasm quickly increased and the students grew to greatly enjoy the class that they had previously feared so much. In fact, it may be hard to believe, but some students actually seemed to have placed their emotions into their "All-I-Want" world by the end of the course.

In summary, all we need to do in order to help students (or anyone else for that matter) adopt more effective behaviors is to adapt the curriculum to the students' needs, be sure to value the students' work and not coerce them, and promote the idea that QUALITY is Job #1 (Glasser, 1990a). By doing so, any teacher can be more effective, and any student can, in turn, be more effective too.

<p>| Table 5 |</p>
<table>
<thead>
<tr>
<th>Teachers' Roles in the Classroom</th>
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<tbody>
<tr>
<td>1. Discuss/Present topic(s).</td>
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<tr>
<td>2. Explain WHY the topic is taught.</td>
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<tr>
<td>3. Show HOW and WHEN the students can use it.</td>
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<tr>
<td>4. Answer questions.</td>
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<tr>
<td>5. Assign students to groups (very need-satisfying) making sure that at least one highly capable person was assigned to each group.</td>
</tr>
<tr>
<td>6. Facilitate students' quality work continually (thru talking, listening, etc.).</td>
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<tr>
<td>7. Don't punish since it creates adversarial roles.</td>
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<tr>
<td>8. Never give up! Always look for better alternatives.</td>
</tr>
</tbody>
</table>

I personally did just this last summer as I taught a graduate-level statistics class in which many of the students had obviously placed this course into their "All-I-Dont-Want" world, but as a consequence of my endeavors to adhere to these roles specified in Table 5 I discovered that my students' level of enthusiasm quickly increased and the students grew to greatly enjoy the class that they had previously feared so much. In fact, it may be hard to believe, but some students actually seemed to have placed their emotions into their "All-I-Want" world by the end of the course.

In summary, all we need to do in order to help students (or anyone else for that matter) adopt more effective behaviors is to adapt the curriculum to the students' needs, be sure to value the students' work and not coerce them, and promote the idea that QUALITY is Job #1 (Glasser, 1990a). By doing so, any teacher can be more effective, and any student can, in turn, be more effective too.

References


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ENHANCING CONVERGENCE BETWEEN OUR REAL AND IDEAL SELVES

Thomas S. Parish, Patricia Martin
and
Irina Khramtsova

All three authors are from Kansas State University, Manhattan, Kansas.

Many studies have suggested that the larger the gap is between one’s ideal self and one’s self-concept the more likely one’s psychological health may be jeopardized. For example, larger gaps between one’s ideal and real self-concept is associated with higher levels of externality (Breytspraak, 1974), neuroticism (Butler, 1968), and guilt (Eastburg, Johnson, Woo & Lucy, 1988). According to Eastburg, et al. (1988), such larger gaps seem to create tension and stress. Butler (1968) reported, however, that psychotherapy increases congruence between real and ideal self-perceptions and in so doing reduces stress and tension and the ill side effects that accompany them.

That psychotherapy achieves this end through one-to-one in-depth interactions is noteworthy, but can similar results be achieved in an educational setting, particularly one that only permits vocal interaction? More specifically, can congruence between real and ideal self-concepts be achieved through instructing students about control theory strategies (see Glasser, 1984, 1986, 1990) via a voice interactive communications system? Since Glasser (1984) further contends that we are as we act, it is also hypothesized that with congruence between real and ideal self-concepts that there will also be a convergence between real and ideal perceived actions.

Method

A total of 23 students, located at 12 different receiving stations across the state of Kansas, voluntarily participated in this study.

Phase 1

These students completed (in a counterbalanced fashion) the following:

1. The Personal Attribute Inventory (Parish, Bryant, & Shirazi, 1976a, 1976b) to measure their real (Form 1) and ideal (Form 2) self-concepts. One’s score was the number of “negative” adjectives checked as self-descriptors.

2. The Love/Hate Checklist (Parish, 1988a, 1988b) to measure their perceived real (Form 1) and ideal (Form 2) interpersonal behaviors. One’s score was the number of “hateful” adverbs checked as self-descriptors.

Phase 2

After the above mentioned inventories were completed, the students were presented with 12 semi-weekly 2½ hour class meetings. During these meetings instruction was provided to help them to (1) better understand...
themselves, and (2) take more efficient control of their lives. These meet-

ings were all held via Telenet, the closed-circuit talk back communications 

system, which operates much like two-way radio broadcasts or a large con-

ference phone call. Except for the unusual media means of communication, 

and the required reading assignment of Glasser’s (1984) book entitled 

Control Theory, this study basically sought to replicate the study by Parish 

(1989) in its independent variables and two of its dependent variables.

**Phase 3**

Briefly stated, as in phase 1, students described their real selves (Form 1) 

and their ideal selves (Form 2) on the Personal Attribute Inventory and the 

Love/Hate Checklist.

**Results and Discussion**

The data were analyzed using two 2x2 repeated measures analyses of 

variance (ANOVAs), with the factors being pretest vs. posttest and real vs. 

ideal.

As shown in Figures 1 & 2, pretest and posttest measures of real and 

ideal self-concepts and perceived real and ideal interactional behaviors 

varied significantly, but both ANOVAS also revealed significant self-concept/interactional behavior by time interaction (F{sub self-concept} [1, 22] = 10.28, 

p < .004; F{sub Love/Hate} [1, 22] = 35.71, p < .001), suggesting that over the dur-

ation of the course real self-concepts and perceived interactional behaviors 

came to more closely approximate the students’ ideals in these dimensions. 

Such findings suggest that education, even over a voice-interactive system, 

can function much like psychotherapy in helping us to establish congruence 

between our real and ideal selves... as long as the educational materials 

provide adequate instructions regarding how this can be done.

**References**


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63, 67-70.

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36-38.

Parish, T. S., Bryant, W., & Shirazi, A. (1976a). The Personal Attribute Inventory. Perceptual 

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Parish, T. S., Bryant, W., & Shirazi, A. (1976b). A further note on the validity of the Personal 

Attribute Inventory. Perceptual and Motor Skills, 42, 1256-1258.
Figure 2
Mean Ratings of Real and Ideal
Perceived Social Interactions*

Key: ——— Real interactions
       =—— Ideal interactions

*As measured on the Love/Hate Checklist

BASIC NEEDS-COMPETITIVE
OR COMPLEMENTARY:
A Statistical Study of Psychological Needs

Arlin V. Peterson
George D. Woodward

The first author, a frequent contributor to the Journal, is Professor, and the second author is a graduate student, both at the College of Education, Texas Tech University, Lubbock, Texas.

Students of reality therapy/control theory, and certainly all persons certified in reality therapy are very familiar with the five basic needs as explained by Glasser (Glasser, 1981, 1984, 1986, 1990). The four psychological needs of belonging, power, freedom, and fun are of major importance in counseling from a reality therapy perspective. Peterson and Truscott first discussed the notion of quantifying the genetic needs in regard to persons' perceived needs, time invested in attempting to meet those needs, and in the perceived success obtained in meeting the needs (Peterson & Truscott, 1988).

In counseling with clients, most counselors certified in reality therapy would agree that there is a correlation between clients' ability to appropriately satisfy their basic needs and their psychological strength. There would also be agreement on the presence of a relationship between how important a need is to a client and that client's willingness to invest time in attempting to satisfy the need. Another idea few would disagree with is the relationship between success in satisfying a need and the amount of time invested in satisfying the need. If, however, a person is investing a great deal of time but not enjoying much success, we would assume that the client is choosing less effective behaviors.

The above assumptions are utilized by counselors to help clients make plans to change behavior. While these assumptions seem to make sense and appear to be accurate, to this point there has been no empirical evidence that they are true. In addition to investigating the above assumptions, some other general questions to look at are:

(1) What other correlations exist between the factors of perceived need, time invested, and success obtained in satisfying the basic needs?

(2) What could we learn from the correlations that would help us better understand basic needs?

(3) Generally, what could we learn that might help us be more effective reality therapy counselors?

This study will collect data to verify the above assumptions and attempt to provide information relative to the questions posed.
METHODOLOGY

The purpose of the study was to analyze data gleaned about the four psychological basic needs in regard to the correlations between intensity of perceived need, time invested to satisfy the need, and perceived success in satisfying the need. The subjects for the study were 95 trainees enrolled in several Institute for Reality Therapy intensive Basic Weeks. “Pete’s Pathogram” was used to collect the data. The pathogram has emerged from a clinical tool (Peterson & Parr, 1982), to a viable research instrument since its development in 1982 (Peterson & Truscott, 1988; Peterson, Woodward, & Kissko, 1991). The statistical procedure of linear correlation analysis was utilized to determine statistical significance.

RESULTS AND DISCUSSION

As stated earlier, persons familiar with the principles of reality therapy would probably agree that a positive correlation should exist between the intensity of a person’s perceived need of belonging, power, freedom, or fun, and the amount of time that the person is then willing to invest in that particular area to satisfy the need. This, indeed, proved to be the case for the sample group. Strong positive correlations of significant order (a < .01) were found to exist for all four basic psychological needs.

CORRELATION OF PERCEIVED NEED AND TIME INVESTED

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<th>Need</th>
<th>Correlation</th>
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<tbody>
<tr>
<td>Belonging</td>
<td>.64</td>
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<tr>
<td>Power</td>
<td>.75</td>
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<tr>
<td>Freedom</td>
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<td>Fun</td>
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</table>

As can be seen from the above table, Basic Week trainees showed the highest correlation between the intensity of the perceived need and the time committed to fulfill the power need. The lowest correlation existed for the fun need. This may indicate that to some extent trainees are setting the fulfillment of their fun need aside while they pursue their training goals. Certainly some fluctuation would be expected. However, clients should be made aware of the importance of investing time in proportion to their perceived need in all four basic psychological need areas. When persons neglect one psychological need in order to fulfill another, an imbalance may occur that could be a detriment to gaining maximum psychological strength.

Another result expected by persons certified in reality therapy would be the indication of a strong positive correlation between the amount of time invested in fulfillment of a particular basic need and the subsequent perceived success in that area.

CORRELATION OF TIME INVESTED AND PERCEIVED SUCCESS

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<th>Need</th>
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<tbody>
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<td>Belonging</td>
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<tr>
<td>Power</td>
<td>.81</td>
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<td>Freedom</td>
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The expected positive correlations were found for each of the four basic psychological needs (a < .01). There was, however, a large difference in the magnitude of the correlations for power and fun (- .8) and for belonging and freedom (- .5). This might be indicating that the trainees are choosing behaviors more appropriately when fulfilling their power and fun needs. Clients manifesting such a discrepancy would be aided by an examination of the behaviors they are using to meet their belonging and freedom needs. Another possible explanation of this difference may be found in the nature of the needs themselves. Clients may perceive success in belonging and freedom to be more dependent on the actions of others than the power and fun needs. Clients with a similar profile should be reminded that they are responsible for their own success in these areas. This may be an aid to clients in choosing more appropriate behaviors in the future.

A third correlation that would be expected to emerge from the data would be a positive correlation between the intensity of the perceived need and the perceived success in fulfilling that need. Again, the data supported the expected assumption.

CORRELATION OF PERCEIVED NEED AND PERCEIVED SUCCESS

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Although statistically significant correlations were found for all four basic psychological needs, (a < .01), the magnitude of these correlations varied greatly from one need to the next. As was the case for the two conditions cited previously, the correlation was greatest for the power need. Somewhat surprising to the authors, however, was the low magnitude of the correlations for freedom and fun. Perhaps trainees do not make enough time for fun activities or they perceive themselves as stuck in their present situations. Another explanation for this might again be the tendency for persons to base their perceived success in these areas on the actions of others. The viability of this argument must be tempered somewhat by the fact that the correlation for the belonging need is relatively high (r = .52). It would seem logical that a tendency to base perceptions of success on the actions of others would also be strong for the belonging need.

An alternative explanation may possibly be found by a consideration of the reciprocal relationship that exists between perceived need and perceived success. It may be that persons’ perception of need in a particular area is to a certain extent affected by their perception of success. A person’s lack of success in some area may make the need in that area seem more salient causing a higher rating of perceived need.

Whatever the cause for the rather low correlations found to exist between perceived need and perceived success for the freedom and fun needs, this indicates the need for R.T. trainees to choose more successful
behaviors in these areas. Persons should try to find behaviors that are satisfying in more than one area. For example, the trainees may need to look for ways to fulfill their freedom and fun needs with the same persons or activities that they use to fulfill their more successful belonging and power needs.

This importance for choosing "quality behaviors" that bring success in more than one area at a time led the authors to investigate the correlations that exist between the four basic psychological needs themselves. The idea here is that if the R.T. trainees are choosing behaviors that are fulfilling multiple needs, these needs should be positively correlated with one another.

**PERCEIVED NEED-CORRELATIONS**

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<td>Power</td>
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<td>Freedom</td>
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In the case of the perceived need, we should find significant correlations between psychological needs that trainees think of as being related to one another. The investigation found only two significant correlations to exist. These were for belonging and fun ($r = .29$), and freedom and fun ($r = .21$). This might be seen to lend some insight into the ways that R.T. trainees are conceptualizing the various basic needs. Obviously from the above data, they see little overlap between them. Measures may need to be taken that will free persons from categorizing various behaviors into little boxes that are aimed at fulfilling only one basic need.

**TIME INVESTED-CORRELATIONS**

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As is seen in the above results for the time invested in the various basic psychological needs, no correlations of statistical significance were found to exist. The directions of some of the correlations were of interest, however. The negative correlations in the cases of belonging and power ($r = .19$) and power and freedom ($r = .10$), indicate that the behaviors being chosen to fulfill these needs are not only different from each other, but are also acting in a peremptory nature to one another. Time invested in fulfilling a trainee's power need is actually taking away from the time available for fulfillment of the belonging need, for example. While this effect is to some degree expected, persons may be able to spend their time more wisely if they are aware of the fact that certain behaviors are fulfilling to one need at the expense of other needs.

**PERCEIVED SUCCESS-CORRELATIONS**

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Surprisingly, only one statistically significant correlation was found for the perceived success between the basic psychological needs. R.T. trainees show a significant correlation between their perceived success in the areas of freedom and fun ($r = .23$). This may be the most telling evidence of all that trainees may need to reconsider the behaviors that they are choosing to fulfill different needs. Persons choosing "quality behaviors" that are helping to fulfill more than one basic need would be expected to show positive correlations here.

**CONCLUSIONS**

The data in this study supported the assumptions that there would be positive correlations between the intensity of the perceived need, the time invested in satisfying the need, and the perceived success attained. Counselors may now provide information to that effect based on empirical evidence. Also counselors will be able to confront the inconsistencies between a client's stated "want" and the ineffective chosen total behavior with more confidence.

Presently, R.T. trainees appear to be perceiving the basic needs as more separate than related, and as more in competition than complementary. Instructors of Basic Weeks may want to plan activities and discussions that demonstrate both how the needs compete with each other and how it is possible to satisfy more than one need at a time. The reality therapy certified counselor should encourage clients to seek persons and activities that have the potential to satisfy multiple needs.

**References**


I saw a couple once in therapy
Whose marriage on the rocks did seem to be.
For he blamed her and she blamed him as well,
And both described "the marriage made in hell."

In checking out their needs unsatisfied
I realized that both had in fact lied.
For coupling, in a state as this was found
Was worse than hell, as this one was earth bound.

I offered up a choice — to work or split.
They opted for the latter — and they quit!
All my best RTing was for nought,
and none of my good stuff they ever bought.

For all we do is information share.
What clients do with it is in their care.
Now keep in mind what I have learned from this —
As problem-solvers we are all remiss.

But hey, one stumble doesn't make a fall,
And what the heck, you'll never win them all.
A give-up poem would just end right now,
Have faith, and I will close by sharing how.

To make it all seem better in the end:
"Never Give Up," and hang right in there friend!
The one you lost just might come back some day —
Those seeds you planted may grow anyway.

Sometimes the forest's hidden by the trees;
a raging wind becomes a pleasant breeze.
"Things are not what they seem," Longfellow said,
and loss could turn to win, so go ahead.

Just keep those pictures in of quality,
and keep on shoving, ants, and down that tree!

In 1975, the Institute for Reality Therapy, under the leadership of
William Glasser, conducted the first Certification Week in Los Angeles.
Since that time the certification process has undergone many changes and
improvements. It is now an 18 month training program leading to the
credential "RTC", "Reality Therapy Certified".

Content of Training Programs:
During the intensive weeks and practica experiences, trainees are asked
to learn control theory and reality therapy. They are asked to achieve a
working grasp of why and, to a great extent, how control theory and reality
therapy are used. The official manual of the Institute for Reality Therapy
(1990) states "Each participant is expected to demonstrate his/her level of
competence in using the concepts of reality therapy to deal effectively with a
variety of familiar and unfamiliar client groups". (p. 10).

Thus, they are asked to apply the principles of reality therapy with its
emphasis on human choice. This delivery method has been summarized as a
"WDEP" system; Wants, Doing (Total Behavior), Evaluation and
Planning. (Wubbolding, 1991). The importance of this formulation of
reality therapy is emphasized by Glasser. He states, "I hope that this system
will become a household phrase and used by therapists, counselors,
teachers, and parents". (Wubbolding, 1991).

Goal of Training Programs:
Thus, the goal of the certification process is to develop the knowledge
and skills of those who seek added credentialing in reality therapy and,
though the outcome of certification does not imply endorsement of the
candidates' subsequent behavior, still the awarding of the certificate
"attests that our prescribed course of study has been successfully
completed". (Programs, Policies, Procedures, and Materials Manual,
1990).

There is also in place a process for training practicum supervisors and
instructors of intensive weeks. During these programs candidates are
trained to conduct the respective programs. They are also tested for
advanced knowledge and skill level in reality therapy.

Methodology:
Besides lecture, role playing, case studies, group discussion, various
kinds of reports, and readings, participants at each level are asked to inter-
Chartalk in Training Sessions:

"Chartalk", a word, coined by the author (Carleen Floyd), is a useful description of trainees' attempt to interpret role plays, case studies, personal life incidents, and even current national and international geopolitical events in the context of CT/RT.

Thus, in intensive weeks the authors recommend that in addition to appointing specific persons to provide feedback, several participants be asked to "chartalk" the role play or "run it through the loop", i.e., discuss each segment of the Control Theory chart, by inserting the role play, case study, etc. into it. Begin, for example, with the real world event, pointing then to the level of perception regarding the event, the quality world picture related to met and unmet needs, the out-of-balance scales and finally, the total behavior chosen to change the real world picture - thus completing the loop. In this exercise they can see how negative situations remain unchanged when ineffective behavior is repeatedly chosen. Chartalk helps them evaluate the behavior by examining whether it achieves the fulfillment of the quality world. They can then make use of the "WDEP" system as described in the "Cycle Chart". (Wubbolding, 1991). This assignment of chartalk responsibility is especially useful in basic and advanced practicum programs when 5 or 6 participants are present. Thus, each person has a responsibility; counselor, client, feedback provider, and several chartalkers. The chartalkers’ responsibility is not to provide feedback on the trainees' performance but rather to discuss the incident in the context of the charts. Such "chartalk" applies to the participants’ work in role plays as well to other training materials such as case studies.

Thus, the CT chartalk regarding the well known video tape on marriage counseling (Glasser, 1988) could be as follows:

"There was a notable lack of effective interaction in both parties at the beginning as evidenced by ineffective total behaviors of angering, withdrawing from each other, fear, and blaming each other. Both suffer intensely out of balance scales in that neither is getting what he/she wants from the marriage. Each also sees the other’s behavior from a negative perspective. She disapproves of his silence when he comes home. He see as very negative her criticism and complaining". Of course this could be elaborated on by giving specific examples from the session.

Similarly the "WDEP Chartalk" using the Cycle of Counseling, Supervision and Coaching could be as follows:

"They were both asked if they wanted to keep the marriage together (W). They were asked to describe what they have been doing; she - not cleaning the house and he - not communicating his schedule (D). When they "bickered" about this and other aspects of the marriage Dr. Glasser described this as destructive of the marriage (E). He then paradoxically encouraged them to continue to bicker and then to make linear (non-

Other Chartalk Applications:

The techniques of "chartalk" can be applied to situations other than those of clients. Personal applications abound. Personal loss such as a death in the family or divorce, accidents, financial problems, personal catastrophes, disappointments, family problems, even minor problems such as aches and pains, jet lag, etc. can be interpreted in the context of the various charts.

World problems and situations such as peaceful and violent revolutions can be seen in the context of needs, wants, scales, perceptions. A discussion of the break up of the Soviet empire and the splintering of the Soviet Union can elicit very interesting insights and ideas which are only slightly less exciting and volatile than the application to religion and politics.

Chartalk Caution:

While "chartalk" is a useful, perhaps even essential tool for the effective learning of reality therapy; there is one important caution for its use. It is possible to engage in chartalk as empty jargon. To be able to use the language of "inp" words can be a shallow substitute for a genuine understanding and integration of the CT/RT ideas. The thorough grasp of the concepts is more elusive than is at first apparent. In other words, a beginning step is to "talk the talk". The next level is to "walk the walk". The third level is to "run the race" and the final level is to "live the life". The reader is invited to interpret the preceding metaphors. It is enough to say that the authors believe that the fourth level is light years beyond the first and that, it is doubtful whether it can be fully reached this side of the grave!

Another caution which is a corollary of the above is that it is inaccurate to conclude that describing a problem in the "proper" language is equivalent to dealing with it. To understand and to label is not identical with what is often a challenging and even painful personal follow through of the principles of CT/RT.

Conclusion:

Chartalk is a useful tool for informally teaching large groups. It is also invaluable as a formal tool in small structured training groups such as
practicum programs, intensive weeks and other training segments conducted by the IRT or by RT trainers in their own work.

A word of caution helps to make this technique even more helpful; it is a technique that is designed to achieve an outcome. It is not itself the outcome. Nevertheless, to use the CT/RT taxonomy is to take a step forward toward the larger goal of complete integration of the CT/RT principles.

Bibliography

INTERNATIONAL RESOURCE LIBRARY

The Board of Directors has approved the establishment of an International Resource Library to be housed at Northeastern University, the home of the Journal for Reality Therapy. This library will contain the following:

1) Annotated bibliography of all published articles.
2) Abstracts of doctoral dissertations regarding reality therapy and control theory.
3) Identification of books, media, and other resources available elsewhere with names, addresses, and sources of such material.

A copy of materials is available upon request at a production mailing cost of $6.00. In addition, individuals are encouraged to send information, materials, etc. to the Library for listing. The mailing address for the Library will be:

Reality Therapy Resource Library
203 Lake Hall
Northeastern University
Boston, MA 02115
Telephone: 617-437-2485

PRACTITIONER QUALITY: SETTING A STANDARD
Judith McFadden

As we all know, control theory puts a very strong emphasis on Quality as the way to improve schools' output — students with high self esteem, high level skills and knowledge, and an understanding of what Quality is, in work, relationships, every area in which they function. How important it is, then, for people working toward certification in reality therapy to experience this process themselves, consciously — to know what it is like to set out to produce Quality Work, to evaluate it and to know that it reaches their standards and those of their Practicum Supervisor and Instructor. This article describes how this process was introduced into the Certification procedure in Australia.

I am one of the first two people qualified to work as Advanced Practicum Supervisors in Australia; the other is John Dryden from Adelaide. At the beginning of 1990, I had about 14 people in Sydney and the same number in Brisbane who had finished their Advanced Intensive Week and were getting ready for Certification. Five of them decided to travel to Cincinnati to the Silver Jubilee Convention in June 1990 to complete their certification and (for some) to test out as Basic Practicum Supervisors.

This was where the idea of Quality emerged. Barbara Garner, the Senior Faculty Member who was guiding the Australian Program, asked me to select one piece of work from each person that I considered Quality, and to send it to her before the Convention so that she could comment on it and it could be revised if necessary to make it high Quality.

I had difficulty with this request - not because I disagreed with the idea, but because I was uncomfortable with being the person who would select the piece from each person in practicum. (This is another difficulty I have with terminology; I dislike the term "student", as many of the people I supervise are already highly qualified and I regard them as my colleagues!)

So I translated the request into asking all the people doing their Advanced Practicum to decide for themselves what would be a piece of work that they would be happy to present as being Quality for them. We discussed what form this work might take, and all participants worked out what would work for them individually. We modified Barbara's requirements for written practicum work to make this possible, not changing the face-to-face sessions and intensive practice, but looking within the types of work they could do that would enhance their regular work in some way.

I saw this as need-satisfying; all participants had the freedom to find something meaningful to them, which might benefit both the people they worked with and possibly the wider RT/CT community (and thus, hopefully, the
world!!) Some people chose to work in co-operative groups to produce a single product, others developed programs, presentations, policies, literature reviews, journal articles, group growth studies - the variety was infinitely exciting.

The Cincinnati Five duly sent their Quality Work to Barbara and our tradition was born; all individuals who do Advanced Practicum in Australia are asked to prepare a piece of Quality Work, which is presented to the Certification Instructor before they do their Certification.

Now that there were more faculty in the country, it was time to develop some guidelines for training. We held a teleconference with all faculty to look at issues regarding practica. We shared ideas on length of practicum time, amount of face-to-face supervision, expectations for work, standards for knowledge and skills, teaching methods, length of meetings, fees, resources available, responsibilities to candidates and elements in a piece of Quality Work. We now have a set of guidelines which can be issued to anyone who qualifies to supervise practicum.

The item in the above list which relates to this article is the principles for understanding what is a piece of Quality Work. These are the criteria we developed.

1. The work is part of the person's regular work or an enhancement of it rather than an "assignment". It is therefore meaningful within what the person is doing and does not represent a lot of unnecessary work. This fits in with Glasser's comments about homework in schools - compulsory homework is unproductive, but work that people choose to do at home because it is need-fulfilling is very developmental. This criterion has to me been perhaps the most important for the participants, because it has meant that they have really connected up reality therapy and control theory with their everyday practice; they really do "walk the walk" rather than just "talk the talk".

2. The work contains elements of reality therapy and control theory. Some people have done very interesting things in this area. I have found that connecting up control theory with any body of knowledge or human endeavor invariably leads to greater understandings and further possibilities. This has been one of the greatest areas of growth in information. As participants have different experiences to draw on, control theory has spread through their areas of endeavor like life-giving serum.

3. The work contains a self evaluation in addition to any other evaluations submitted. Each person writes of what he/she did that produced personal satisfaction, and what might be done differently if repeated. If Australian reality therapy is to be a Quality process, then self evaluation must be an integral part of it.

4. The work is self-explanatory — anyone picking it up knows what the person is aiming for, how it was planned to be done, what was actually done, and what happened.

5. It is presented as Quality - it looks good, and anyone looking at it will recognize that the person presenting it put a high value on what was done.

6. It goes through a process of revision with the Practicum Supervisor, so that ideas and suggestions can be offered, possible developments discussed and so on. For me as a supervisor, this has been a great learning experience, in the variety and depth of the work I have been privileged to read. It has helped me in my own development and I have been able to spread ideas to other people in practicum.

Probably the greatest thing that has come from this practice is the overall level of knowledge and skill that we are developing in this country. Instructors who teach Advanced Weeks often comment on the level of sophistication of the participants. Jeanette McDaniel, the first Instructor to assess candidates for Certification in Australia, commented very favorably on the standard of people she saw. As our "replacement" for Barbara and our Senior Faculty mentor, Jeanette has helped us to grow and to value the work we are producing, our depth of knowledge and the skills we can demonstrate.

The other big development is the body of work that we now have to draw upon, with creative ideas for teaching, special ways of applying ideas in particular areas, programs and policies. The Australian Institute plans to publish abstracts of the work in our Newsletter, so that other people may purchase material from its authors.

Perhaps I should also say a few words about our certification process, which is set up differently along lines developed by Barbara Garner. She thought about Certification in several ways. She wanted to keep the costs for participants as low as possible, so she decided to run Certification in the locations where people were rather than bring them to one central point. This meant that the Instructor travelled rather than the participants. Second, she wanted to observe some behavior in the "real" world rather than the somewhat artificial, time-limited group situation. So she wanted to observe a presentation to a "real" group, of whatever length the person wanted to make it, and to sit it on an interview with a "real" client rather than watch a roleplay.

The Committee and Barbara thought about this, and I discussed it with participants so that Certification would meet their needs, and the Brisbane group came up with the request for a two-day group certification, and one day with each person in his/her workplace to observe a presentation and an interview. Jeanette McDaniel followed this method on her first visit in February/April 1991. It was great for the participants, but not cost-effective. We modified it to three days in the group situation and half a day with each participant to see the presentation and interview, and have followed this plan in Jeanette's August/November visit. The feedback is very positive about this model, but we will be discussing all aspects of the process to ensure that our final model ensures high quality and need-fulfilment for all concerned. (Ed. note - the plan to sit in on an interview would obviously
program is based on control theory and reality therapy concepts. Jeanette McDaniel took part in elements of the program when evaluating the authors for Reality Therapy Certification and Basic Practicum Program. She participated in the first workshop, Basic Needs, and observed a morning of classroom follow-up and coaching in a Queensland state secondary school.

The whole program consists of twelve workshops. Module 1, Basic Needs, must be undertaken first, but other workshops can be chosen in any order and over any time-frame as negotiated by individual schools. Every workshop models and makes explicit practical techniques for developing a needs-fulfilling classroom where students are motivated to do quality work. Individual workshops are:

1. Basic Needs (2 hours)
2. The Power of Language (2 hours)
3. Involvement in Learning (2 hours)
4. Designing Learning Experiences (2½ hours)
5. Developing Critical Thinking I — Differential Thinking Modes (2 hours)
6. Developing Critical Thinking II — Questioning and Discussion Circles (2 hours)
7. Techniques for Encouraging Creative Thinking 1— Relaxation / Music / Visualization (2 hours)
8. Techniques for Encouraging Creative Thinking 2— Mind Maps / Blackboard Use / Color (2 hours)
9. Rules, Consequences and Restitution (1½ hours)
10. Discipline Strategies (2½ hours)
11. Co-operative Learning (4 hours)
12. Peer Coaching in the Teaching Profession (4 hours)

Staying In Control.

(Glenys Gardam)

Staying in Control is an educational program that teaches control theory and reality therapy to senior students. Through a workshop model, the students gain an understanding of why and how they behave. They learn questioning techniques and the processes of planning for change. This training then enables the senior students to become peer counsellors, helping and teaching their fellow students. They are a valuable resource to the student welfare network in the school.

The program contains a student book with information and worksheets, and a teacher/trainer book with which members of staff can conduct the training program.

Reality Therapy At Hopetown

(Noelene McManus)

HopeTown Special School is a residential and day school for students...
between the ages of 12 and 16 who are functioning at the mild level of intellectual disability and who are not in effective control of their lives in their current educational setting. HopeTown's emphasis is on laying the groundwork for a lifetime of success and need-fulfilling activities. Along with academic skills the HopeTown program strives to develop self esteem, social adjustment, communication skills, recreational skills and work skills. With this aim in mind the HopeTown Support Person Program was developed. This particular program is the product of a personal need to feel worthwhile and to transmit this feeling of worth and belonging to our students.

On arrival at the school, each student is allocated a Support Person (be it teacher or teacher's aide) who is responsible for introducing the student to the school, its rules and general procedures. For at least the student's first month at the school, the support person spends regular time with the student, using a special Progress Diary (and a reality therapy approach) to jointly develop aims and successful behaviors for the student to use. These are recorded in the diary and assessed throughout the day, with regular follow-up with Principal and parents. As the students reach "Quality", they progress in their aims and behaviors.

The written program contains the aims and objectives of the program, the role of the Support Person and ten suggested "Teen Meetings". Initially, the meetings were intended as a guideline for one-on-one meetings between student and support person, but they are easily adapted as class meetings/rap sessions. The meeting guidelines follow the Define/Personalize/Challenge format.

Our students respond very well in these sessions and to the reality therapy approach to counseling. Many of them are thriving because of the input of reality therapy and control theory concepts into the learning process. Learning to fulfill their needs for self worth and love and belonging has enhanced their ability to own their own behavior and take effective control of their lives. My greatest compliment came from a past student who claimed to like his classes because he "had a choice in what he did and how he did it". Being asked by another "How long will you choose to be angry?" is yet another affirmation that RT/CT works!

These four programs illustrate the scope and variety of the work people are doing just in the field of Education, and are only a sample of what is emerging.

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