

Glasser in the 21st Century



Hope for the Future



 **First LEED Gold School in Latin America** 

We are a healthy, sustainable, and high performance school

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President's Report

By John Cooper



I am looking forward to being with fellow Choice Theorists when William Glasser International members assemble in Toronto in just over two months time to celebrate the CT journey; what has already been achieved, what is planned and to recognise Dr William Glasser and Linda Harshman. These are sad yet exciting times. This will be a great opportunity to be together, to celebrate and to share warm moments as we acknowledge and recognise the wisdom and way forward pioneered by Dr Glasser. Linda an ardent supporter, exceptional worker and lifelong friend will also be recognised. A fine opportunity to honour them and to demonstrate to their families and friends the esteem in which they are held by the WGI community.

The hard-working Toronto Conference Committee advises that progress is according to plan; that the program will excite us, that those attending will have many opportunities to renew friendships and to grow our international community. The countdown to the biennial conference continues; some people are preparing presentations, others delivering / completing training, still others preparing for major events, the Affiliates session, the Faculty session, the Board Meeting. What an opportunity! It is not too late to get on board if you haven't already made the decision.

If the biennial WGI conference rates a note in everyone's diary already what do you think are the MUST HAPPEN EVENTS that WGI could include / celebrate / promote at each conference that would change your diary note to a choice to attend? Attendance by members will prove that the Board and Conference Committee are on your wave length or not – too late to adjust after the event. Members will be receiving an online survey prepared by Brian Lennon seeking just this information which I hope you complete and return in good time. WGI believes that the Biennial Conference will best serve our purposes if it is the most sought after event that Choice Theorists seek to attend.

The Tribute Lecture, "Take Charge of Your Life" is well along the road to completion – in time for May trials and then in readiness for training sessions at conference. Several Board members have contributed with Ellen Gelinias, Nancy Herrick and Bette Blance assembling the final components. Board members view this six hour course as an important step to reaching a broad audience, perhaps encouraging many to progress to Basic Training. We will welcome your feedback and suggested improvements.

Items currently under discussion by the Board include:

- Faculty training; endorsement (initial, maintenance, renewal)
- Curriculum; quality control (consistent, progressive, accurate information)
- Emerging Affiliates; assist development (diversity of presenter, course costs, quality control)

The policies needed to hold the processes together are "works in progress" as they say, however until the additions and policy changes are in place the current policies remain the practice.

Just thinking – what a journal it would be if we could assemble the stories of all the Glasser Quality Schools and the stories of those school which began the journey and maybe are still travelling. That research would have much learning for us all and may not be too hard to come by. Anyone doing a Master's? Maybe there's a research scholarship opportunity here.

It is an exciting time to be a member of the WGI Board. We hope we can engender your support and in turn your interest as we all share the wisdom of Dr Glasser's Choice Theory.

Take Charge of Your Life - Tribute Course

by Kim Olver

William Glasser International is about to unveil a new course titled, Take Charge of Your Life, which is in essence a Choice Theory overview and an introduction to the Reality Therapy questioning process. It is meant to be an introductory course that doesn't require the time or financial commitment of a Basic Intensive training but which we believe will entice participants to want to learn more. The focus in this course is application to one's personal life. There is no limit to the number of participants in a course. It can be taught in one 6-hour session, two 3-hour sessions, three 2-hour sessions or six weeks of 1-hour sessions and once successfully piloted, this course may be offered as the first day of a basic training.

One of the main reasons this course was created is to provide a living tribute to Dr. Glasser. In lieu of flowers, we believe that what he would have wanted is for us to find more and creative ways to teach the world Choice Theory. We will pilot this course in May and June by using volunteer instructors who would like to honor Dr. Glasser by teaching this course for free. The Board, mainly Nancy Herrick and Bette Blance, Janet Morgan and Ellen Gelinis, have created a Take Charge PowerPoint, Participant Manual, Facilitator Guide and other training materials for your use. The Facilitator Guide provides several alternatives when teaching certain concepts to provide facilitators flexibility. During this pilot/research phase, it is important that facilitators follow the Guide so meaningful research can be accomplished. The Board wants to know your suggestions for improvement at the conclusion of the pilot.

I will be sending out press releases to let the world know we are doing this but first I need to know how many instructors will be willing to offer this course during May and June for free. After June, there will be a reasonable fee set for this course but since May is Dr. Glasser's birthday month, we want to offer this in May and June to as many people, organizations and schools we can possibly reach.

You may already have contacts that would want and benefit from such a course, especially without cost and it may lead to further training by you. Please send me an email at kim@wglasserinternational.org to let me know 1) whether you are interested in teaching this introductory course and if so, 2) how many days would you be willing to donate?

When I get a list of people offering courses in various locations, we will advertise them on the website.

Currently, the only people able to teach this course are already approved instructors, however, we plan to open this up for others to teach once we decide how to do that competently and effectively.

Hope for the Future-Getting There From Here

Glasser in the 21st Century



Planning is moving along with the International conference scheduled for July 9-12 in Toronto this summer. Registrations are coming in and the hotel is booking up. We have lots of rooms still available for the July 9-13 and of course if you are a faculty or are thinking of becoming a faculty member, the full day of July 13 is an extra day for faculty. Come and learn and participate. There are lots of exciting changes about to happen.

Our program committee, Drs, Jean Suffield and Bob Wubbolding are hard at work putting together an exciting variety of workshops and sessions for your learning enjoyment.

Planning the tribute to Dr. Glasser is being handled by the capable hands of Al Katz.

Al and Ellen Gelinas will be choosing our exciting meals shortly. By the way, remember, Toronto is one of the world's most cosmopolitan cities and boasts a large number of ethnic restaurants for your eating pleasure. Many are in the three or four blocks of the hotel.

Our children's program is a go and is going to be an exciting opportunity for the young folks to learn and have fun.

If you have not already registered, there is still a reduced rate for the conference available until March 31st and the group rate for 10 or more is still open. Please visit our website.

We, look forward to seeing you in Toronto.

Jim Montagnes and Ellen Gelinas

Co-chairs conference 2014

This is Our Priority

By Janet Fain Morgan

My 1995 Ford Windstar finally broke down. It is time for a new vehicle that will last me as long, if not longer, than the beloved Windstar. In search of a reliable vehicle I pick up the Consumer Reports, a magazine that tests and evaluates cars based on owners' opinions, service records and previous data. Hmm... Sounds like I am basing my future purchase on RESEARCH!!! It seems like every day we are faced with decisions that involve some kind of research.

Why is it so difficult to do research??

As counselors, our education skims the surface of an introduction to research and seldom do we ever involve ourselves unless we later teach at an institution that requires publication. The percentage of counselors that transition to higher education is relatively small and CT counselors is an even smaller percentage. Those that are required to produce research seem to learn how and conduct and publish research in order to keep and prosper in their jobs.

Who cares about research?

The world is demanding proof in order to invest time, talent and money. Research provides proof, or evidence that something works. We were looking for a way to help ourselves and those around us when we found Choice Theory psychology. Others are looking for ways to improve their lives and we could help them by conducting and publishing quality research.

How can we do research?

Start by looking on our web site (WGlasserInternational.org) at the Research tab. Look up and read previous bits of research in your interest area and see what you could do to add to the body of knowledge. If you need help, I am always available (JMFainMorgan@Yahoo.com) to help guide you through the process.

The activities and achievements of the William Glasser Institute - Iran

A Report to CT Community

By Ali Sahebi (Ph.D, CTRTLM, MAPS, Senior Faculty WGI- International)



William Glasser Institute in Iran established itself in December 2008. It was five years ago that I did the first Basic week training in Tehran and two weeks later in Mashhad, another major city in Iran. That year I introduced CT/RT/LM to more than 100 Psychologists, counsellors and Psychiatrists. 36 of them attended basic week training and the rest attended two days' workshop: "couple therapy based on CTRT" which I did for the Government's Welfare agency.

Soon the waves of CT spread into the psychological services domains. It seemed that the taste of CTRT was attractive for Iranian mental health providers.

Since I am living in Sydney- Australia, I was not able to provide more trainings in 2008 and early 2009.

Again in 2009 I did 9 trainings in Spring and 10 in the Winter. In 2010 my always supporter and mentor, Judy Hatswell, joined me and we did 3 trainings together. With Judy we introduced the CT concepts and applications to teachers and the educational system. Judy Hatswell and I trained the school staff and teachers for the first time in Iran, and then I did another 6 trainings by myself. In 2011 and 2012 I did the same number of trainings in four different cities: Tehran, Tabriz, Mashhad, Qom (the religious capital of Iran) and my home town, Gorgan in north Iran.



This year we took a big step and spread the waves of CT to the Persian Gulf's water. For the first time I travelled 1334K from Tehran to Bandar Abbas and did 2 CT Trainings in that city. I also did a basic week in Isfahan for the first time, but the city was enthusiastically welcoming CT waves and wanted more courses but I had no time in this trip. I promised them I will do two Basic weeks and one Basic Practicum on March 2014 in Isfahan.

This year in 5 cities I did 16 formal Institute's trainings as follows:

- Ten basic weeks
- Three Basic Practicum
- One Advanced week
- One Advanced Practicum
- One Certification

On top of that I did four half day Trainings for parents: Application of CT in Parenting (120 attended).

Two X one day workshop: Application of CT in improving Quality of Life (45 attended)

Choice Theory in University

Another positive success for William Glasser Institute-Iran was the opportunity that The Medical School of Shahid Beheshti University of Medical Science (one of the top medical schools of the country) requested formal lead management training for its head of departments, managers and senior staffs. The two days was successful and then the head of the school requested six half day trainings for all admin staffs, academic staffs and postgraduate students.

It was great that we had this beautiful opportunity to expose CT concepts to the University students and academic staff.

CT in Organizations

Another progress for this year was taking Lead management to the organization. Collaborating with a well-known Human Resources Training Company “ Atieh Rooshan,” I found the gate way for introducing CTRTLM concepts to the organizations and industry. Now CT is spreading in three main domains in Iran: psychology and mental health, schools and organizations.



Up to now WGI-Iran has provided formal trainings for psychologists, counsellors, school teachers, school administrators, managers and academic staff. As well as for parents and people who wanted to improve their quality of life as follows:

Course	Number of participations
Basic week	1042
Basic Prac	544
Advanced week	221
Advanced Prac	94
Certification	28
One day training in CT for quality of life and happy marriage	451
Two hours session: introducing CT to parents in school	986

Books, Videos, Audio books

With the help, support and special considerations of Jean Seville and Carleen Glasser, I got permission from Dr. Glasser’s publishers and translated all his books to Farsi. Our publisher, who also is certified in CTRTLM, is really keen and motivated and did his best to distribute the books across the country. To do this he arranged lots of interviews with journals, newspapers and radios for me to talk about CTRT and then introduce the books. Now Dr. Glasser’s books are available in all major cities.

Audio books. To help people who are not fans of studying to enjoy the benefits of CT, I recited two of Dr Glasser's important books into audio books: Now the audio book of Getting Together and Staying Together and the book Choice Theory: The psychology of personal freedom is available in book stores.

Videos. To Promote CTRTLM in Iran, I also made five short videos to introduce the main CTRT concepts (Why and how we behave, basic needs,



Quality World, Total behaviours and Perception to Farsi speaking audience and posted in YouTube. I am going to produce another four about: Depressing, Anxietizing, Angering, Jelousizing and Obsessive Compulsive Behaviour.



We also produced one DVD package selected from my Choice Parenting Workshops (three DVDs), and one Package (three DVDs) selected from CT for Quality of life. They are also available for people to learn about CT concepts and its applications in their life.

Member Contributions

This article was provided by Barry Karlin, California, US about anti-depressants and how serotonin deficiency may not be the problem in depressing at all.

To read more go to:

http://www.salon.com/2013/12/13/new_developments_may_help_those_with_depression_partner/

Rochester School's certification as a LEED Gold Green School

Rochester School has just received this designation after five years of intense design and implementation. On February 6, they celebrated it as part of their 55th anniversary.

First LEED Gold School in Latin America

We are a healthy, sustainable, and high performance school

We have designed a campus with low consumption of natural resources that gives well-being to all our community

We are the only green Glasser Quality School in the world

LEED GOLD

In January 20, 2014, Rochester School's new site, located on Autopista Norte Km. 15 in Chia, Cundinamarca, Colombia, has been certified as a LEED Gold Green School by the United States Green Building Council. Since 2001, the school board initiated the design of this project and in 2009 formally started the implementation with the acquisition of the new lot between Bogota and Chia.

The dream of becoming a green school committed to sustainability and environmental education was accomplished with a clear and effective design since 2010 before the construction started. This design included strategies to accomplish the following:

- * Low consumption of potable water
- * Innovative waste water treatment plant that recycles water without polluting natural bodies of water
- * Low consumption of electricity
- * Photovoltaic electric energy production in two arrays of 20 kilowatts
- * Solar energy intelligent water heating of two swimming pools and showers of dressing rooms of the aquatic center
- * Indirect natural sunlight and automatic LED artificial lighting of low energy consumption without mercury, in addition to beautiful views from inside the classrooms.
- * Automatically controlled temperature and air renovation for low CO₂ in the classrooms and blocks
- * Acoustic insulation between spaces with acoustic flooring, drop ceiling, and windows
- * Pedagogical desks and chairs made from sustainably cultivated forests that facilitate classroom conservation and interaction
- * Paint and adhesives that do not pollute indoor air
- * Classroom hubs that facilitate teamwork and learning
- * Pedagogical and sustainable landscaping
- * Beautiful and useful architecture
- * Healthy and pedagogical parks and sports facilities
- * Campus designed as a living textbook for the curriculum
- * Healthy food service
- * Sustainable management of organic and inorganic residues - Zero trash policy

It is a privilege to work and learn in this healthy school!

A Glasser Quality School

By Bette Blance

When a school has a consistency across its philosophical base, pedagogical base, psychological base and its leadership base, magic happens. Give these elements the time to permeate into every corner of the school including the grounds staff, support staff, administrative staff, teachers, teacher aides, students and parents and a shared vision can be achieved.

Over a period of ten years Sunshine Beach State had staff trained in Choice Theory through the instructors of the William Glasser Institute-Australia. Everyone spent hundreds of hours making the theory come alive in classrooms and the playground. Children learned Choice Theory and the importance of internal motivation. Everyone used the language of being a learner and being a self-manager. The school also focused on teaching students how to achieve quality work. The adults in the school, taught in non-coercive ways to build quality relationships with students and with parents and to inspire quality work from students through self-evaluation.



Since the beginning, from the collaboratively developed Sunshine Seven vision statement of desired outcomes, the following statement is shared with the school and community on the school's website.

Sunshine Seven

1. Competent, skilled learner
2. Life-long learner
3. Effective communicator
4. Creative, critical thinker
5. Happy, confident, self-managed individual
6. Socially responsible citizen
7. Environmentally responsible citizen

This vision, what we want for our learners, gives clear direction to our practices. We continually reflect on our practices by asking the question 'Is what we're doing getting us what we want?'

In 2003, using a process of self-evaluation, the school declared as a Glasser Quality School (GQS). Dr Glasser visited the school and co verified that it was indeed a school that demonstrated non coercive practices with an emphasis on high quality academic results. The school was a 'good place to be' for everyone.

Over time, the school was invited to re-evaluate their status as a GQS. There had been changes in staff and a new principal and this was an opportune time to do the reaccreditation.

An initial survey invited the staff to self- evaluate using a rubric to establish a whole school perception of where it was placed. The rubric, adapted and Australianised, used the six conditions of quality outlined by Dr Glasser which he developed for schools from the work of W Edwards Deming.

This highlighted some areas that required attention, and a plan of action was put in place by a review committee consisting of a teacher, a Deputy Principal, and a former staff member. I represented the William Glasser Institute-Australia on this review committee.

Continuing training was organised for staff new to the school with budgeting planned for future training. Ongoing professional development was made available to staff to revisit aspects of Choice Theory and its applications.



At the invitation of the acting Principal, I spent a day in the school to co verify the reaccreditation process. This day highlighted several aspects. Individually two parents from both ends of the socio-economic background shared with me. I met with students who shared with me their perceptions of their classroom. I met with a teacher who had been through a year with some challenging students and I visited a Prep Class where the 5 year olds

sang me a song about the needs)

Each interview revealed a school where the Basic Needs of Survival/Safety, Belonging /Connectedness, Empowerment/Competence, Fun/Enjoyment are important and catered for.

We are all friends we all treat each other with respect. (Parent comment about how her child perceived the classroom)

The behaviours [good behaviours] are automatic. Differences are resolved here. (Parent observation)

They focus on academic results alongside how to be happy. (Parent Observation)

I spoke with students, ranging from the girl who was standing for Student Leader next year, to the young brain damaged boy taken from a dysfunctional home with a history of drug taking, to live with Nan. Along with the fact that he had friends at the school and everyone was kind to him, the highlight for him was he was now getting dinner every night.

Students commented.

Our teacher is good at teaching us how to be self- managing

Other kids don't say things like "Oh I don't want to play with you today" They invite you in a kind way.

The best thing is the learning and friends. Good ways of teaching kids how to learn in fun ways. Everyone is nice.

The teacher whose classroom had a group of students with a high fun and enjoyment need; who from time to time were not yet self-managing, shared the following.

Knowing the needs is helpful – though it is difficult to build in fun and enjoyment all the time with the curriculum constraints and systemic expectations.

This group is everyone's issue, not just mine. Great support

One of the exciting aspects of Sunshine Beach State School as a Glasser Quality School is that the children are taught Choice Theory. People are working on a scope and sequence document to ensure that each year level is learning and revising the elements of Choice Theory. This enables children to develop the skills, knowledge and understandings of implementing these in their own lives. Parents commented on how this learning was coming into the home in a very positive way.



The signage around the school is colour-coordinated with the Basic Needs having specific colours. An outdoor area with seating painted the colour of the needs is planned so that teachers can take advantage of the beautiful Sunshine Coast weather and teach Choice Theory lessons there.

The school is continuing the journey as a Glasser Quality School. People from many different locations have and will continue to visit the school to verify that this is a 'good place to be'.

For further information visit the school website in particular the School Mission and Values and the Purpose and Vision. <https://sunshinebeachss.eq.edu.au>

Or contact bette@betteblance.co.nz

Our Hope and Dream

By Dr. Gideon K. Kilonzo

While visiting rural Kalawa, Kenya, one is struck by the bleak living conditions of the people in contrast to the beauty and allure of Africa. Mud, thatched homes, crude outhouses (many homes without), no electricity, compromised water sources . . . all speak to the glaring poverty of people with limited resources, limited employment, limited healthcare, and limited education.

At the Kalawa Market young people are everywhere; standing about, talking, . . . hoping, waiting with a longing in their eyes for something to do: to see who gets off a small public transport bus that has just arrived from the capital city, Nairobi. Perhaps someone they know will alight; someone who has news, someone who may be able to buy them a cup of tea; or, for the hope of getting leads for employment. Many have all but given up looking for work and resigned themselves to being dependent upon the kindness of their relatives and other people for support.



The squalor of the market place's unpaved streets littered with sugar cane fibers; banana leaves; peels and rinds from fruits; corn cobs and husks; and plastic bags and paper confront one's senses. This is a scene that strikes me every time I return home for a visit since first living in the US in the early 1970's. Now, these conditions are rampant, with the burgeoning population of recent years.

Two observations that continue to strike me each time I return to Kenya to visit are: how eager young people are to obtain an education and the extreme lack of educational resources available. Young people

want to talk with me and ask me questions about education in the US; if a sponsor can be found, if they can travel and go to school in America.

At such times, I have wondered if resources could be available, if these students could have a school library, full of books . . . they could and would devour books . . . devour learning . . . and lift themselves up from poverty to prosperity . . . or, at the very least, to a more successful and fulfilling life. Every time I visit my village I wonder what I can do to help improve the situation.

As a career educator since the mid 1970's, I purport that education plays a vital part in any solution toward improving the lives of a rural village. I think if people have the opportunity for a good education, they can learn how to find or create resources wherever they live.

In September 30, 2011, I registered Kalawa Library and School Project, as a non-profit organization in South Dakota. My idea was and is to raise funds to build a library and later a K-8 elementary school.

In October 2011, I was determined to start a library. I felt strongly that if there was a library in Kalawa, it would be a good start toward doing something that could improve the community. The community could have reading materials and subsequently discover ideas that would transform their lives. I thought the library could be used as a place where community members would meet, hold forums, where they could discuss community issues, concerns and solutions.

I felt that by starting with the library the community would benefit as a whole. This would create the desire for an elementary school. Since many students don't go on to high school . . . my thinking was that by offering a good elementary education with career exploration and skill development in the upper grades, it would provide a chance for the youth to change the trajectory of their lives and that of their community.

So, that same month, I shipped a few books and travelled to Kenya. We refurbished a farm storage building, making it into a library. We invited youngsters to spend a couple of days learning about the



library and reading books. Students were excited to know that they could take a book that they liked home with them for a few days to read at leisure. The library officially opened on December 16, 2011. Nancy Herrick, Daphni Clifton, Paula Kilonzo and I continue to collect library books in the US and Canada to ship to Kenya to continue developing the first community library in the village of Kalawa, Makueni, Kenya.

In addition to the library project, the second part of this project, St. Joseph Academy, a Demonstration School was my dream. The same month the library opened, a couple of parents approached me and expressed their great need for a school. January, 2012, St Joseph Academy was established and Pre-K-2 classes were begun. Today we have a Pre-K-6 school with 62 students.

In June of this year, 2014, Nancy Herrick, Paula Kilonzo and I are looking forward to traveling to Kenya to provide teachers, parents, non-teaching staff, and the school board an intensive training in Choice Theory. Our hope and dream is that St Joseph Academy will become the first Glasser Quality School in Kenya.

Building the four-classroom building completed 2013 and now in use



Laptop and Kindle Drive

The second purpose of our trip this summer is to deliver more library books and school resource materials. We will work alongside the teachers and the school board providing support for the students and the school.

Neither the school nor the library has technology at this time e.g. computers, I-pads, kindles . . . We are requesting anyone who has a kindle, I-pad, a laptop that is available for donation, to donate them to the Kalawa Library and School Project. These will be refurbished, books will be downloaded and teaching activities and educational games will be installed. Finally, these will be delivered to students and teachers in Kalawa.

Mail these items to: Gideon K. Kilonzo
1016 N. Sycamore Avenue
Falls, SD 57110

Sioux

Volunteers- Travel to Kalawa, Kenya

There has been great interest and a recommendation to add another component to the Kalawa Library and School Project: a trip to Kalawa, Kenya in July of each year for hands-on experience for volunteers toward building and supporting the library and school project.

Opportunity for Global Service:

Each summer, in July, volunteers are invited to join us in Kenya, (at their own expense) for a hands-on experience with the Kalawa Library and School Project. Volunteers can work with the local people to lay the bricks for building the school classrooms. Additional volunteer opportunities include: teaching a class, organizing the library, teaching a sewing or cooking class, teaching a sustainable farming class, sharing cultural experiences, sharing crafts, etc. We are happy to suggest additional tourist activities during your visit to Kenya: exploring the city of Nairobi, the Bomas of Kenya, Nairobi National Park, the Nairobi Museum, a safari game drive in Masai Mara . . .



Please feel free to ask questions or make suggestions for other activities that might be interesting to consider. Don't hesitate to let me know how we might assist you in planning your visit to Kenya. Group airfares and accommodation will be available.

If you have questions, you can email me at gkilonzo@gmail.com or phone: 605-842-5704

Why Attend the WGI International Conference?

William Glasser International is the new umbrella organization brought into being by Brian Lennon at the behest of Dr. Glasser after the Nashville Conference. The mission of this organization is to carry forth into the future the ideas of Dr. Glasser. That is to protect, revise and develop our legacy in a manner which is consistent with Dr. Glasser's philosophy. Our biannual conferences are part of this mission.

The organization is run by two part time staff and a body of elected volunteers from around the world. There is and has been an enormous amount of work to be accomplished since we began this journey. Many people are unhappy with our progress, we do not hear from those who are pleased. We, the board, I know wish we could have done more; but life is not about wishing and hoping but rather doing. We have done the best we could do; given the set up circumstances. Please come and listen, learn and discuss. This is your organization and we need your support, questions, suggestions and enthusiasm. WE NEED YOU.

During the course of the conference, there will be many learning opportunities, lots of fun experiences and also a time to speak with the board as a whole and as individuals. All board members will be identified on their name tags.

Come to the conference as someone who is concerned about Choice Theory, Reality Therapy and Lead Management. Come as someone concerned for Quality Schools, Parenting programs, addictions, corrections, counselling, coaching; whatever your interest. Come to the conference and make your points known and provide some movement into the future.



R U Connected?

By Janet Fain Morgan



There's Twitter and Foursquare, LinkedIn, Google+, Facebook and Myspace, SKYPE and OVOO, One Meeting and iFace. There's texting and Blogging, email and YouTube. Don't forget Reddit, Scribd and Slideshare! And, if you think I'm speaking a foreign language then get yourself to the library (WHAT?) and get a book on the topic! I bought my Social Media book from Amazon and downloaded it onto my Kindle.

Are we connected? Do you have my email address, my Facebook (are you my friend?) page and my cell phone number (Because I am so busy I need a phone that travels with me outside of my home)? Do you follow my Blog and Twitter? Did you know I even had an account? Ha!

The age of communication is here. We, who are therapists and involved deeply in communication and talk therapies are having to contact this new generation where they are most comfortable, their cell phones. Hardly anyone has a desk top computer anymore. It's either a laptop or an iPad (or similar) device that is easier to carry and receive immediate information.

So, how do we approach this new form or way of counseling our clients? The legalities of our professional state licenses being valid when counseling is conducted online (or via communication devices) and staying within the boundaries of HIPAA is being argued as I write. Coaching, a sister form of counseling, is booming because the legalities are less constraining and coaching can be performed over numerous communication devices, from anywhere.

William Glasser International has a web site (WWW.WGlasserInternational.org) and a modern form of communication on their web site, as well as a Basecamp account, in order to communicate worldwide. Many individual members of WGI worldwide are Twittering and Blogging about Choice Theory as well as managing their own web sites in order to achieve our mission, to teach the world Choice Theory.

Not interested in climbing on the electronic communication system? You don't have to join everything but I urge you to at least follow some Twitter Choice Theory hashtags or read some blogs of friends who are writing and creating tremendous articles about Choice Theory. LinkedIn WGI subscribers are currently engaged in a number of intelligent and thoughtful conversations. Facebook offers a variety of options to follow WGI friends. Twitter is abuzz with information about WGI members who recently published books, current WGI training, and the upcoming WGI Conferences worldwide.

First step? Go to our web site, (WWW.WGlasserInternational.org) and subscribe as a member. I'll be thrilled to read your input on my Research tabs and would love to hear some ideas on how to make it better. Or, follow my twitter, read my blog, or check out my Facebook page!!!

WGI Confused?

By Kim Olver



It has come to my attention recently that there is a bit of confusion about WGI and its many iterations. I am hoping to clear this up. If any questions remain, please feel free to contact me at kim@wglasserinternational.org.

Once upon a time there was one William Glasser Institute in California, USA. Linda Harshman was the Executive Director and Dr. Glasser was the Director. There was a legal board of directors consisting of Dr. Glasser, Linda, Carleen, with other members at different times and there was an advisory board consisting of members of the then nine regions of the Institute, including Canada.

Over time, other countries wanted to create their own Institutes, honoring Dr. Glasser and his work, providing training to the people in their countries. These are now called affiliates. We currently have 22 affiliates in Australia; Canada; Canada – Quebec; Colombia; Croatia; European Institute for Reality Therapy (EIRT); Finland; India; Iran; Ireland; Japan; Jerusalem; Korea; Morocco; New Zealand; Philippines; Sarajevo, Bosnia Herzegovina; Singapore; Slovenia; South Africa, the UK and the US, with others in process.

In 2010, at the conference in Nashville, TN, it was decided that an international board would be created to take over the legal responsibilities of the William Glasser Institute and the US would become an affiliate, just like the others in other countries. Over time, the necessary paperwork was completed to incorporate this organization called William Glasser International, Inc. The Board is comprised of representatives from areas around the world where there are certified people. The first chair of this board was Brian Lennon of Ireland, handpicked by Dr. Glasser. Effective January 1, 2014 Brian became the past chair and John Cooper from Austria became the current chair. Kim Olver is the Executive Director of this organization and Terry Hoglund handles all data processing, membership and finances.

Simultaneously to this decision, William Glasser Inc. and the William Glasser Institute became two separate entities. They always were two separate entities but they had many points of contact and overlap. They were best separated because the Institute is a not-for-profit organization and William Glasser Inc. is for profit. The Institute always organized and conducted CT/RT training, while William Glasser Inc. handled Dr. Glasser's speaking engagements and book sales. Currently this is being managed by Jim Coddington. You get periodic messages from him. If you are looking for books, DVDs, large charts or other training resources of Dr. Glasser or the online course for teachers, William Glasser Inc. is the place. Their website is www.wglasserbooks.com and the email address is wglasserinc@gmail.com.

If you previously belonged to the William Glasser Institute, you may still be on the email list for WGI-US. If you no longer wish to receive email from WGI-US, then you may unsubscribe at any time by clicking the Remove link at the bottom of any email. The US website is now www.wglasser.com and you can reach Kim Olver at kim@wglasser.com. Terry Hoglund also manages the finances, data processing and membership for the US. What used to be the Institute's advisory board has become the legal board for the US. Frank Dunn had been the US Board President until January 1, 2014 when Bob Hoglund took over those responsibilities.

William Glasser International is now what you used to think of as The William Glasser Institute. They are responsible for overseeing the training, developing policies and preserving and protecting the work of Dr. Glasser. Faculty must pay their dues to William Glasser International if they want to teach CT/RT to groups and have it count as training toward CT/RT Certification.

Non-faculty may join WGI for a low fee of \$20. Membership includes being part of any discussions the board is having about policies and future directions of WGI, as well as having a vote in choosing the board rep for the member's area. The international website is at www.wglasserinternational.org. You can reach Kim Olver there at kim@wglasserinternational.org. There is also a page on the website, <http://www.wglasserinternational.org/index.php/wgi/current-board>, which lists the current board, along with web forms to email them. This organization is virtual. There is no actual building that houses William Glasser International. Kim works out of Chicago, Terry works in Arizona and board members all volunteer their time, working from their respective homes or offices.

To get involved with William Glasser International, there are two things to do. Go to the website and sign up for the newsletter. This will put you on the automated email list to receive up-to-date information from the international community. The other thing to do is to go to the website and create an account. This is important as you want to be involved in the online discussions. Your information and registration will determine which pages you will be able to access. There will be pages for the casual visitor, people in training, certified people, faculty, and board members. Without creating an account, you cannot gain access to these pages.

Regarding email, we have heard different things from different people. Some people are thrilled with the amount of communication from all of the WGIs and others are overwhelmed with the inundation of email that currently comes from William Glasser Inc., William Glasser International, and WGI-US. Whenever an email comes from WGI or WGI-US, I put in the subject what the email is about or who it concerns. If it is not of interest to you, delete it. If you are on the WGI and the WGI-US mailing lists, you will sometimes receive two identical emails. This is because one comes from US and the exact same email comes from WGI. There is no way to prevent this unless you unsubscribe from one of the lists. If you do, you will no longer receive email from the place from which you unsubscribe.

We hope this helps to clear up any confusion you may have regarding all the versions of WGI. Should you have continued questions, please email me at kim@wglasserinternational.org. Thank you for your support.

Glasser Olympics in Vernon Hills, Illinois

By Nancy Buck and Nicole Carson



T-shirt designed by P.E. Teacher Tony Carlsen, this t-shirt was worn by all Aspen Faculty/Staff for the Glasser Olympics

through 5th grade. The Olympic themed Children's Program focused on helping young children understand their basic needs and how they relate to their lives in and out of school. Older students enjoyed an egg drop toss where they learned how our basic needs are a driving force for preserving our Quality World pictures. The students worked in groups with a variety of symbolic materials to protect their egg, representing their Quality World, from the fall.

Over the next two weeks students will be participating in games and challenges focusing on choice theory psychology.

February 7, 2014 marked the opening day of the 2014 Winter Olympics in Sochi, Russia. But did you know it also marked the beginning of the Glasser Olympics in Vernon Hills, Illinois?

Aspen School, a Glasser Quality School since 2005, celebrated their opening ceremony with class grades wearing their designated colors representing one of the five basic needs and the Olympic rings, marching through the halls of the school to the gymnasium. Once assembled, the principal, Mr. Bill Fredricksen, announced the games open and the student council president lit the flame. The students were then treated to skits created by 4th and 5th grade students demonstrating typical student struggles and how students can work cooperatively to resolve differences and solve problems.

On February 8, the 7th annual Family University was held featuring WGI-US faculty and trained Aspen parents and teachers who presented Choice Theory psychology ideas to prospective and currently enrolled parents and children ages 4



Aspen School's Faculty/Staff proudly kick-off the Glasser Olympics!

Congratulations – first Certification Week in Sweden !!

By John Brickell (Certification Week Leader)



Yes, the very first Swedish Certification Week was held from 5th to 7th February, 2014, in the town of Sigtuna – about 20 miles north of Stockholm - and what a great occasion it was, in terms of quality as well as the significance of the event itself. And indeed, even though there were only 4 participants in the group, they most certainly made their mark!

I only wish we'd have recorded all of the role plays which were absolutely outstanding, and also the presentations, which were "high level" in both their scope and delivery. The presentation topics were (i) 'A Comparison of Choice Theory and NLP Concepts', by Andree Eriksson; (ii) 'Caring for Yourself, With Reference to the 5 Needs', by Elisabet Glaspie; (iii) 'Getting Along With Your Teen, With Reference to the 7 Deadly and 7 Caring Habits' by Christine Carlsson; and (iv) 'Mentoring Groups With a Choice Theory Focus in a School Setting' - with various references to Bart Simpson, presented by Suzanne Gavin. As well as being both enjoyable and interesting, all four presentations demonstrated an impressive understanding of Choice Theory in both depth and breadth.

However, it was the role plays that were most outstanding – both the familiar and the unfamiliar. I can honestly say that it was an absolute delight to have been there to witness this outstanding level of competence from all four participants. To me as a teacher of these ideas, this is one of the many things that makes it all so worthwhile. And, of course, this was also a great credit to Andrew Maier who had been their Practicum Supervisor throughout the two years of training.

Additionally, it was uplifting for both Andrew and I to reflect that over the whole three days, and with particular consideration of the role plays, all four participants demonstrated they had reached a level of "unconscious competence", whereby in their role plays they could be completely focused on the client and allow their practice to be totally informed by their acquired understanding of Choice Theory psychology – as played out in the role play scenarios before them.

So, big congratulations, once again, to Andree, Elisabet, Christine and Suzanne, as the very first CTRTC's awarded in Sweden and also to Andrew Maier for doing such a great job as supervisor. We look forward to many more such weeks in Sweden.

Take Charge of Your Life available in Arabic

Take Charge of Your Life has been translated into Classic Arabic with permission granted last March by the Glassers. The following is a list of distributors.

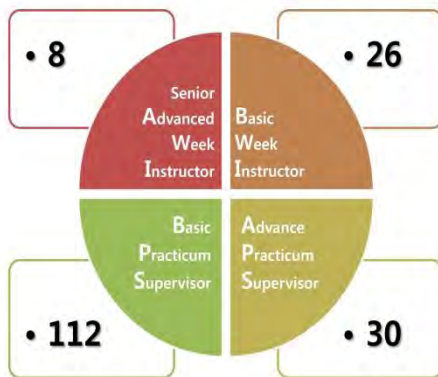


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Growth of CT in Korea

Total Number of R.T. Faculty 176 (1989~2014.2.28.)



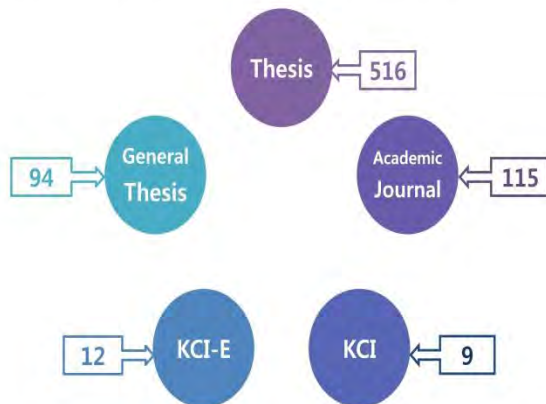
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Total Number of R.T./C.T./L.M. Participants (1989~2014.2.28.)



Korea Counseling Center www.kccrose.com kcc8608@kccrose.com

Academic Achievement of R.T. (1989~2014.2.28.)



Korea Counseling Center www.kccrose.com kcc8608@kccrose.com

Fields of R.T. Applied in Korea (since 1989)

1. Military Service
2. Military- Police Group
3. Business Group-Coaching
4. Schools
5. Social Welfare Institute
6. Self Counseling, Peer Counseling
7. Religious Group
8. Senior Volunteer Service Group
9. University Courses (B.A./M.A./Phd.)
10. Subway Engineers

Korea Counseling Center www.kccrose.com kcc8608@kccrose.com

Member News



Dr. Nancy Buck was chosen as an educator for “Therapy Talks,” a project to provide video instruction for new counselors, counselors and counselor educations. The project is funded through the American Psychology Association, produced by Governor’s State University and published by Alexander Street Press. Dr. Buck filmed three videos for the 36 video series. Topics included Peaceful Parenting, Whatever Happened to My Happily Ever After, and Why Do Kids Act That Way.



Drs. Tom Parish and Bob Wubbolding have co-authored a chapter entitled, William Glasser 1925 - 2013, in the book The Encyclopedia of Clinical Psychology. Look for its upcoming release in a few months.

Listen to a podcast from Sept., 18, 2013 between Bob Wubbolding and Dr. Peter Breggin here: <http://drpeterbregginshow.podbean.com/2013/09/>

Bob Wubbolding receives the American Counseling Association's Living Legend Award!

Title of Presentation: Living Legends in Counseling: Personal Development and Professional Wisdom

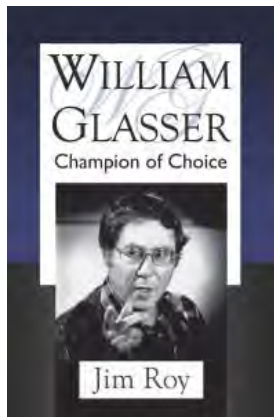
Presented by: Jon Carlson, Jeffrey Kottler, Mark Pope, Howard Kirschenbaum, Gerald Corey, Debbie Joffe Ellis, Robert E. Wubbolding and Marcheta Evans.

Description: "Join an intimate, revealing, honest, and provocative discussion with many of the "legends" in the profession, including prominent authors, theoreticians, and practitioners, who "walk their talk", practicing in their personal lives what they teach to others. Issues will be explored related to critical incidents, challenges, frustrations, joys, and sources of pride, throughout long and distinguished careers. With this group sharing time together, expect the unexpected!

Bob also has several podcasts on the ACA website. One is a tribute to Dr. Glasser. To access the podcasts go to: Counseling.org Then click on Continuing Education Podcasts: ACA194: William Glasser a Retrospective . . . And ACA088: Choice Theory, Reality Therapy: What's the Difference

Hot off the Presses

For those of you who have been anxiously awaiting the publication of Jim Roy's book, the biography of Dr. Glasser called: *William Glasser: Champion of Choice*.



In the words of Carleen Glasser, "William Glasser: Champion of Choice by Jim Roy is a wonderful story and a great read because it gives you the feeling that you are present, watching the life and ideas of a true genius evolve."

Zeig, Tucker & Theisen Publishers has generously offered to allow people the option to donate \$5.00 to William Glasser International when purchasing this iconic publication.

To support William Glasser International, when buying "William Glasser: Champion of Choice", please click on the "Add \$5 Donation to Glasser

Institute" button.

For more information and to purchase go to: <http://www.zeitucker.com/product/william-glasser-champion-of-choice/>

William Glasser on LinkedIn

Please join the LinkedIn group called William Glasser International if you are interested in discussing issues central to Choice Theory psychology. The link is:

http://www.linkedin.com/groups/William-Glasser-International-4402773?trk=myg_ugrp_ovr

William Glasser International Café

Now available for purchase at our webstore: <http://www.cafepress.com/wglasserinternational>



...and much more

Mental Health & Happiness

WGI-US has created a web site at www.mentalhealthandhappiness.com to teach mental health as a public health issue as Dr. Glasser implored us to do. The site is intended for everyday people looking to be happier. It teaches Choice Theory psychology but in an indirect way. There has been a lot of support for the "Your Daily Challenge" program, with 540 people signed up for the challenge since the first of January. Mental Health & Happiness is alive in Ireland where Patrick Coughlan created this attractive display for a Lion's Club meeting. Thank you Patrick for spreading the word!



2013 Certified and Endorsements

2013 Certified

AUSTRALIA:

Lorraine Shaw	Stephen Larmar	Robert Thornton
Glenys Woolcock	Colleen Hope	Dijana Salihbasic
Anita Spiniello		

CANADA:

Jill Bodie	David Baillargeon	Jean-Morris Horth
Chantel Varin	Pierre-Luc Hardy	Melanie Plante
Guylaine Frinette	Stephan Jacques	Marco St-Pierre
Andree-Ann Proulx	Chantal Rousseau	Chantal Prevost

CROATIA

Ljijana Pavic	Sandra Soric	Marica Trutanic
Ivana Vidosevic	Iva Kolos	Tanya Cvijanovic
Dusica Valadzija	Josipa Vucica	Jelena Kalib
Visnja Milacic	Ana Depolo Kucic	Marija Gradecak
Matija Kapov		

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Eun-Mee Jeong	Young-ja Kim	Eun-hoi Kim
Yun-sim Kang	Eun-ju Kang	Ahe-ja Kim
In-ja Oh	Kyoung-ae Hwang	Eun-young Jee
Eun Kyoung Ha	Heung-sun Kim	Ji-hye Jeong
Jae-nam Shin	Yeon-ja Shin	Seong-bae Lee
Sun-gi Kwon	Hae-eun Kim	Deug-ja Kang
Myong-soon Park	Tae-sun Choi	Young-ran Kim
Mi-jung Yoon	Seo-jung Park	Bok-nyeo Ok
Yeon-sook Lee	Gye-sun Seong	Bo-hyang Son
Bong-Hwa Jeong	Ho-soon Han	Mi-Kyung Yu

Young-yi Seon	Myung-kang Han	Je-ryung Son
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Jung-ja Kim	Min-a Kang	Ji-Sook Chung
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Soon-Hee Park

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Takahiro Hisada	Maki Fujinaga	Yasue Kobayashi

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Karen Won Kam Kong	Arumugam Loheswary	Chong Ong
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Oon-Yow Ng	Rudy Ching Sung Liu	Selina Nalini Richards
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NEW ZEALAND:

Nicki Andersen

PHILIPPINES:

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Rachel Bansan	Johanna Koh Hui Min	Vathsala Ratnakumar
Krishnan Kanni	Geraldine Ng Chai Hong	John Teen Swee Yau

Mie Takatsuji	Shawn Cheng Tze Yen	Jenny Hgoh Chang Sim
Julie Lim	Patricia Wee Wee Yen	Nur-Adilah bte Sudin
Shu Xin Joy Ong	Shu Xin Sharon Ng	Christopher John Salvanathan Peter
Maryann Fok Li-En	Karen Goh	Melanie Goh-Joshua
Joe Tan Zettui	Justin Zhou Zi Yang	Jason Tan
Audris Lim Hua Hui	Samuel Tan	Jim Ismail Omar Bek
Suria Basri	Nicholas Gabriel Lim	Shirley Lim
Yvonne Kirk	Louis Tam Yew Song	Chelsea Chew
Adeline Ng Ling Ling	Edmund Chong Kah Phoon	Mark Lin Bing Ming
Ang Teck Ee	Tyan Tyan Lee	Cathy Wai Wai
Lo Siuk Ing	Hui Wen Brenda Then	Lay Lin Cheah
Karen Kam Sau Meng	Anita Durai	Doreen Tau Ai Mei

Chew How Yeo

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Tatjana Stular	Manja Tancer	Zdenka Vidmar
Monika Sivic	Sanja Salmic Hojan	Marko Rebersek
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THAILAND

Eunice Gan

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Rosanna Sandell	Ann-Marie Cassibry	Beatrice Waller
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Lary Banning	Shruti Tekwani	Nicole Dopp
Jill Jenkins	Theresa O'Brien	Pamela Hays

Jane Hale

2013 Basic Practicum Supervisor Endorsements (Korea)

KOREA

Yang-Gu Yeo	Sook-Jim Oh	Kwang-woo Hwang
Yu-Ri Choi	Min-kyoung Jun	Hyun-soon Chai
Min-young Seo	In-soon Kim	Myung-sook Kim
Jong-hun Kim	Jeom-dan Baek	Myeong-hye Choi

2013 Practicum Supervisor Endorsements

AUSTRALIA

Kathy Terrel	Sue Berry
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KOREA

Dong-Sun Park	Jeong-Ae Park	Kyoung-Suk Seo
Jung-Ja Cho	Yoon-Sung Jung	Dull-Soon Kang

J. Min-kyang Surh

2013 Basic Instructor Endorsements

CANADA

Brigitte Mercier-Corbeil	Donald Ralf	Marilyn Denis
Monique Ramage	Claude Martel	Yves Plouffe
Karlyn Seide	Heather Durand	Gisele Lalonde
Robin Cuff	Karen French	Yvette Forcier

JAPAN

Eiko Demura	Yuko Yamakawa	Kazuko Takano
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KUWAIT