


One's philosophy is not best expressed in words; it is expressed in the choices one makes ... and the choices we make are ultimately our responsibility.

— Eleanor Roosevelt



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To International Communities

Enjoy your summer or winter from your special part of the world!

Page numbers herein [Black/White] are different from the color version of Newsletter.



Happy 4<sup>th</sup> of July!

Happy Canada Day July 1st



## Message from the Glassers



Hello Everyone,

We would like to take this opportunity to thank everyone who came to the WGAI Conference at LMU in June. It far exceeded our greatest expectations.

# H

ow wonderful to see so many people come from all over the world to visit, to learn and to communicate their dedication to preserving the ideas we all teach. A wonderful committee of dedicated volunteers worked very hard to create a beautiful choice theory environment of love and belonging for everyone. Thanks also to a generous group of donors who helped make this conference possible.

Special thanks go to Al Katz for superb organization and for working so hard behind the scenes to make this conference as successful as it was. Then there's Brian Lennon, himself, whose skillful and humble direction kept the whole conference running smoothly like the Celtic maestro that he is. We are so grateful to the extremely competent WGAI Board of Directors who made the commitment and saw to it that this conference happened on such short notice and in record time.

We thoroughly enjoyed every minute of it. It was so much fun talking with those who came to sit with us and reminisce. What great memories we heard and have taken home with us to treasure! This conference was truly a dream come true. Thank you everyone for making it a special time for both of us. May this organization live on because the ideas are good and people continue this high level of enthusiasm for them.

*Bill & Carleen Glasser*

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## Newsletter Design

# A

rticles are presented in alphabetical order by author. Subsequent article(s) by the same author may be found later in the newsletter. Spelling may vary depending on the country of origin. This Newsletter is designed and presented by Jean Seville Suffield, Senior Faculty, The William Glasser Institute, International Communications Consultant,

WGI. *Disclaimer:* Opinions expressed in articles are solely those of the authors. Please note that The William Glasser Institute is non-sectarian and does not endorse any religion over any other.

## A World Conference in California

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he Californian sun smiled warmly on the first people to arrive and register on the lawn beside Leavey circle. Registration was underway for WGAI's first international conference in the beautiful Loyola Marymount University Campus in Los Angeles, California. It was Wednesday, 6th June 2012 and I thought, "It's too late to call it off now."

More than ever before, this conference has convinced me that the most important component of such an event is the chance to be together. It was such a pleasure to see old friends from around the world rejoice at meeting up again and it was immediately obvious what people had missed in not having an international event last year.

This conference had been launched by WGAI on January 22, 2012 and now, a mere 19 weeks later, it was happening. Throughout the four days, there was a flow of constant and deserved praise for the WGAI conference team that had put it all together; however, I firmly believe that this particular conference owed a great deal to the support of the members around the world. When we appealed for early registrations so as to be able to pay the deposit [\$10,000] within five days of the launch, we got \$28,000 in the very first week! Without really planning it as such, we had gotten ourselves into the miracle business! Making this event happen was something everyone took very seriously.

Some of these early registrants were unable to come to the conference and it was apparent that people had decided to put the money up front and then check out their plans later. The members gave us a very clear message about how important getting together in Los Angeles would be.

When it came to choosing a chairperson for the conference, Al Katz was the unanimous choice of the WGAI board. Al, you mean so much to all of us. You are a choice theorist to the core and one of the original Reality Therapy fans that trekked across the United States to learn at the side of Bill Glasser when it was far from fashionable to do so. You have taught his ideas to thousands. If you could charge one cent for every person who popped you into their quality world, you would be a millionaire today. When you made the tough decision not to come to Los Angeles, you shone brighter than ever before, reminding us of the real priorities in life. You have been, and continue to be inspirational to all of us.

### Appreciation to Al Katz – choice theorist to the core

Ellen Gélinas and Jim Montagnes volunteered early on to run the conference program. They expected the difficult task of encouraging people to present but found a completely different challenge. For thirty or so presentation slots, there were almost sixty applicants! Aiming to make the conference as international as possible and cover all the CT applications, they put together a wonderful schedule of workshops and plenary sessions. With our theme "Celebrating Choice Theory around the World" we had plenaries focusing on each of the major CT applications in a global context.

Recalling the astounding success of the Nashville Conference in 2010, we were delighted when Lucy Billings Robbins readily joined the team. She took charge of sponsorship, vending and hospitality. The fruit of her work could be seen in the wonderful layout of the hospitality area with tables full of books and other resources not to mention the intriguing collection that made up the silent auction. Lucy also produced the beautiful conference badges. In addition, she teamed up with our "entertainment staff," Mike Rice and Ken Larsen, to provide a wonderful opening party for the attendees.

## A World Conference in California



Someone else, who could not be at the conference, was Terry Hoglund. She had graciously accepted the task of handling all incoming payments, something that became ever more complex when LMU informed us that we would have responsibility for accommodation bookings. Our attempts to keep all prices as low as possible led to a complex booking system that created a lot of extra work for Terry. Someone who got the online payment scheme into place very quickly was Denise Daubs. Without her professionalism and efficiency, we could not have gotten very far.

Working closely with everyone else was Juan Pablo Aljure in Bogotá. He, together with his technical team, kept up with our constant requests for adjustments to the web-page and the deluge of information about the conference. Those who were with us in Los Angeles know the big role information technology continued to play throughout the event and this is due to Juan Pablo. The online portal he created provides space for discussion and resources relating to all the conference themes. He also played a big role in assembling the final printed program for the conference.

In the very early stages of our planning, a team of volunteers emerged in Los Angeles. Shearon Bogdanovic took on the incredibly complex task of accommodation bookings. Brenda Heidrich backed up the onsite registration and a host of minor emergencies throughout the conference. Jessica Rodriguez was a very important member of the local volunteer team and attended to details that the rest of us had overlooked. Tom Bellows managed a comprehensive support system for the presentations.

LMU's very own Bradley Smith seemed to be everywhere: getting the projectors up and running, driving the LMU cars, liaising with LMU administration ... and even playing guitar! The proposal to host the conference in LMU came from Brad and he did everything possible to ensure it was successful. LMU's Sarah Babb and Sharon Coulter, with a wonderful team of student helpers, seemed to be always available to help the conference run smoothly. LMU's Head of Conference Services, Bryson Wallace, dealt effectively with onsite problems as they arose. We also very much appreciated the friendliness (and the patience) of the catering staff in LMU. They helped us all feel very much at home. They looked after our survival need and we loved the food.

Playing an important background role in this conference were our sponsors: SOBA Recovery Center, the Mid-American region of WGI-USA, the Mid-West Region of WGI-USA, Brandi Roth and Bradley Smith. Their very solid vote of confidence in our work is very much appreciated.

### From wondering about breaking even to begging for more space

This was indeed a truly international gathering and it's hard to fathom how so many were able to organise time and flights in under five months. We had, in alphabetical order, 41 members from Australia, 17 from Canada, 2 from Colombia, 1 from India, 3 from Iran, 5 from Ireland, 20 from Japan, 2 from Korea, 6 from New Zealand, 2 from Saudi Arabia, 6 from Singapore, 4 from Slovenia, 3 from South Africa and 114 from the USA. We had started out wondering if we could reach the 150 break-even point and ended up begging LMU for extra space!

Of course, a conference does not happen in isolation from other WGI activities. Tom Parish's work on the International Journal and Jean Seville Suffield's fact-filled newsletters create the environment of discussion and networking that take on a tangible presence in a conference. Kim Olver's ability to get conference information out to our members was essential to the success of the gathering.

The biggest attraction, of course, in Los Angeles, bigger than Hollywood, Disney or the city itself, was Dr. Glasser. He and Carleen were incredibly generous with their time and were amazingly patient with the countless photograph and autograph requests. It was our very special honour to meet the Glassers on their home turf.

## A World Conference in California

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his was far from being an 'ordinary' conference. The fact that it happened at all is tangible proof of the vibrancy and power of our world-wide network of Choice Theorists. At one point, when he was writing *Choice Theory*, Dr. Glasser described it as "the psychology of us." The original Reality Therapy emphasis on the power of individual responsibility, on the fact that only I can control 'me,' has now been gloriously extended to the way we work together while respecting each other's internal control. As an organization, we represent a variety of interests, specialties, cultures, religions, nationalities but we share a common belief in the liberating power of Choice Theory Psychology. As I emphasized in Los Angeles, our vision is to lead the world with Choice Theory Psychology and to do so together!

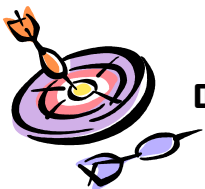
Brian Lennon, Chairperson  
William Glasser Association International

### WGAI Board members . . .

- **Nancy Buck** and **Janet M. Fain Morgan** representing United States of America
- **Ellen Gélinas** and **Jim Montagnes** representing Canada
- **John Brickell** and **Mirjana Palcic Bubnic** representing Austria, Belgium, Bosnia & Herzegovina, Croatia, Denmark, England, Finland, France, Germany, Ireland (Republic), Italy, Macedonia, Malta, Netherlands, Northern Ireland, Norway, Poland, Scotland, Slovenia, Spain, Sweden, Switzerland, Wales
- **Ivan Honey** representing Australia, New Zealand
- **Masaki Kakitani** and **Peter Ho** representing China, Hong Kong, Indonesia, Japan, Korea, Malaysia, Philippines, Republic of Singapore, Taiwan, Thailand
- **Juan Pablo Aljure** representing Argentina, Colombia, Cuba, Dominican Republic, Mexico, Nicaragua, Paraguay, Brazil
- **Mitchell Messina** representing Albania, Bahamas Is, Bahrain, Egypt, Grand Cayman Is, Iceland, India, Iran, Israel, Jordan, Kenya, Kuwait, Russia, Saudi Arabia, South Africa, Turkey, Ukraine

Check out new information about WGAI Board Members at

[www.wgai.net](http://www.wgai.net)



**on the Party** [Photos may be found in Color Version of Newsletter]

## Changes for WGI - USA

**F**or those of us who weren't at the International Conference at LMU in Los Angeles from June 6-9, I've heard we missed an amazing time! Unfortunately, I wasn't able to attend as my son's wedding was scheduled for the same weekend; however, I was there for the opening reception and it was a wonderful celebration of Dr. Glasser, his work and our international community. If you were there, I hope you will share your feedback, comments and stories from the conference on our blog by sending your entries to me at [kim@wglasser.com](mailto:kim@wglasser.com).

**What's** happening in the US? There are so many things our board and members have been working on. Here is a list of highlights:

**Ideas**, and Involvement Mastermind Group – held the first Tuesday of every month at 7:30 PM Eastern/6:30 PM Central/5:30 PM Mountain/4:30 PM Pacific. It's designed for any member to call with questions, ideas for growth and/or improvement, and offers to get involved and help. This call is recorded so people can listen to it later and contribute their thoughts via email if that's preferred. You can sign up for notifications of this group by going into the members area, enter the user name and password, and sign up for the mastermind calls.

**Choice Connection** - a monthly teleconference that is scheduled a different day and time each month. These are calls designed for people just interested and not yet trained in Choice Theory, seasoned instructors and everyone in between. Each month there is a different topic that is facilitated by a volunteer or me, if no one volunteers. A topic is delivered from the point of view of the host for 15-20 minutes and then the call is opened up for discussion. Anyone who is interested is welcome to join in. Just go to [www.wglasser.com](http://www.wglasser.com) and click on the Choice Connection link and sign up to receive the notices and the recordings.

## Mastermind Group – Marketing Templates and more with WGI - US

**New Product-Marketing Templates** - I have created a Marketing Template for any member to use, especially those people who are selling products on the WGI site. We are always looking for more products. We have installed Google analytics on the site and recently learned we were getting 10,000-20,000 visitors a day to the site! That's major traffic and great exposure for you if you want to offer something of yours that supports Choice Theory online. I heard some comments at the conference that people do not want to offer their products for sale on the WGI-US website because the profits are split with The Institute. This is true and it is the way of business on the Internet. It's called affiliate marketing. You offer big profits to your affiliates to sell your work on their sites. Would you rather sell one of your eCourses, for example, to ten people on your website that gets 1,000 visitors a day at the full price of say, \$20 or to 100 people of the 10,000 who visit the WGI website at 50%, say \$10? You would make \$200 from your own site and potentially \$1,000 with WGI. It's just good business. Let me know if you are interested.

**Marion University** <http://www.wglasser.com/marion-university> - we've had some changes in how to earn college credit for our training. Graceland University used to offer credit but it's only for those enrolled in their Master's degree. Whitworth College also used to offer credit but no longer does so. Check out the link and see the process for offering college masters staff development credit for educators.

## Changes for WGI - USA

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e are still seeking colleges and universities that will award college credit for our courses in psychology, counseling and social work. If you have any connections with universities, please facilitate an introduction between me and the person who can give permission. Thanks.

## Staff development credits for educators and WGI – US to incorporate

As the WGAI assumes the duties and responsibilities of what used to be WGI, the US will be becoming its own separate entity. What used to be the legal board for WGI, will now be the International Board. This leaves WGI-US without a governing body. We will be having a meeting to determine how best to proceed but it looks as if we will need to incorporate as a 501C3 non-profit agency and the current advisory board will become the legal board but all the details have yet to be determined. If you have ideas or comments you'd like to communicate, please notify your regional representative to bring your thoughts to the board.

As many of you already know, Lucy Billings Robbins has resigned her position on the International Board. She has assured us she is going to continue teaching Dr. Glasser's ideas but will no longer serve on the Board. This brings up the issue of how International Board members will be selected/elected in the future to replace current members should they resign. Our US Board will be discussing this in the near future.

Thank you!

Kim Olver, Senior Instructor  
Executive Director  
The William Glasser Institute – USA

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## Congratulations to New Basic Instructors in Korea

Sophia In-Ok Kim

Mee-Hyeh Hong

In-Ok Kim

Hyon-Ja Kim

Sook-Jeoung Ock

Sun-Ju Jung

Soon-Up Kim

Young-Seon Park

Woong-Yong Choi

Do-Hee Rye

## Frank Dunn Reports from the Chair of WGI - USA

**I** continue to be stimulated by the enthusiasm and energy generated by the International Conference in Los Angeles. We are truly developing a global culture in the application of Choice Theory and Reality Therapy. A hearty thank you is extended to all those who put an enormous amount of time and energy into making this a success.

As the international board continues to move toward becoming the Institute Board, the question of where the US Board stands has been raised. There seems to be some confusion as to who we are and what we do, so a few words of explanation are in order. From our inception, we have served in an *advisory* capacity to the Institute's Legal Board. We do not have legal or fiscal authority. Our recommendations regarding training and procedures were considered and officially adopted or rejected by the legal board. This worked well for many years, but it became obvious several years back that a global organization, representing the many diverse cultures in our family, needed to be formed. These developments left us with the question, "What is the role of the Advisory Board?"

### Assurances at all levels for smooth transition for WGAI and WGI – US

With the formation of WGAI and its pending status as the Institute Board, the Advisory Board is now named William Glasser Institute-United States [WGI-US], and it will eventually go through the same incorporation process WGAI is now experiencing. In the meantime, we continue to work through the transition by coordinating training and procedures within the United States. There are many questions to be answered, but be assured of three things: (1) WGI-US will become a national board with no greater influence on the Institute than another national or regional entity, (2) the WGI-US fully supports the move to an international culture for the Institute, and (3) we pledge to work through this transition in a collaborative and collegial style, inviting input from any interested persons.

We greatly appreciate WGAI's understanding of our concerns and their willingness to work with us during this transition. We also appreciate the patience of our US constituents as we work through the natural confusion involved in this historic change. It will get worked out and be beneficial to all of us!

Frank Dunn, Chairperson  
The William Glasser Institute – US

Photo and names of WGI – US may be found in Color Version of Newsletter.



# The Choice Theory<sup>®</sup> Questionnaire<sup>1</sup>

**C**arleen Glasser Participates ...

1. What is your idea of perfect happiness?

Having good relationships.

2. When and where were you happiest?

When I married Bill Glasser.

3. What do you consider your greatest achievement?

Helping and teaching people.

4. Which talent would you most like to have that you don't have now?

Playing the piano.

5. What or who is the greatest love of your life?

Bill Glasser.

6. What is your favorite journey/vacation?

Travelling for three months throughout the Pacific Rim.

<sup>1</sup>Adapted by Jean Seville Suffield from the Proust Questionnaire, Vanity Fair, with apologies to Marcel Proust.

## The Choice Theory<sup>®</sup> Questionnaire . . .

7. Which historical figure do you most admire?

Mother Theresa.

8. What is your greatest extravagance?

Designing jewelry.

9. What is the quality you most admire in a woman?

Empathy.

10. What is the quality you most admire in a man?

Being a good father to his children.

11. What is your most marked quality or characteristic?

Creativity.

12. What qualities do you most value in your friends?

Loyalty.

13. Who are your favorite writers?

Charlotte Brontë [*Jane Eyre*] and William Glasser.

14. Who are your heroes in real life?

Michelle Obama.

15. How would you like to be remembered?

That I made a difference.

16. What is your favorite motto or expression?

"The mind is like a parachute; it only functions well when open."

# Using Glasser's Choice Theory® to Foster Creativity

Babarinsa, Grace O.

*Author is a doctoral student in Teacher Education Department at the University of Texas in El Paso, Texas, USA.*

[Excerpt only, original to be submitted to the *International Journal of Choice Theory® and Reality Therapy*]

## ABSTRACT

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lasser's Choice theory was reviewed and its implication on students, the teacher and the classroom was discussed. The goal was to use Glasser's Choice Theory® to examine teachers' and learners' attitudes and classroom practice that are perceived to be of crucial influence in the enhancement of a beneficial learning environment in the classroom, one that fosters creativity. It concludes by suggesting that students will develop skills in creativity when they are given freedom of choice in their learning.

## INTRODUCTION

Many research papers such as (Sternberg & Lubert, 1996; Fleith, 2000; Driver, 2001; Sak, 2004) have linked fostering students' creativity to a welcoming and conducive classroom environment but little attention has been given to how to actually enhance a conducive and welcoming learning environment. Understanding and adapting Glasser's Choice Theory provides for teachers the necessary tools in creating and maintaining a favorable, advantageous and welcoming learning environment that will foster creativity.

The purpose of schooling is to educate students and to produce vibrant citizens (Glasser, 1969, Goodlad, 2007); therefore, Brandt and Tyler (2007) in accord with Goodlad, states that "school goals should include such aims as 'interpersonal relations' and 'autonomy,' as well as 'intellectual development' and 'basic skills' (p. 16)."

Sternberg and Lubart (2007) observed:

Schools vary in the extent to which they encourage students to excel. Some schools seem to want nothing more than for all their students to be at some average or "golden mean." Many schools, however, encourage excellence. Unfortunately, it is rare in our experience for the kind of excellence that is encouraged to be creative excellence. It may be excellence in grades, which generally does not require great creativity to attain; it may be excellence in sports or in extracurricular activities. There is nothing wrong with excellence of these kinds. Indeed, they are undoubtedly important in today's world [but] seeking such excellences does not foster creativity - and may even interfere with it. (pp. 175)

Greene (2007) argues that, because of benchmarks and standardization, our students' art, imagination and creativity are limited. Classroom instruction has been aligned with the state mandated objectives as compared to the novel and unique objective in teaching and learning that yields creativity. Literature has often linked fostering creativity to a welcoming and conducive classroom. In this paper, I will establish the definition of creativity, and give an overview of Glasser's Choice Theory and how it can be adapted to a better understanding on how to create a welcoming classroom that fosters creativity.

# Using Glasser's Choice Theory® to Foster Creativity



## Focusing on Creativity

creativity is the ability of individuals to construct ideas that are not only valuable but also novel [original] and fundamental in all of human activity (Sternberg & Lubart, 1996; Sternberg, 2001, 2003). Starko (2010) asserted that without creativity there shall be no advancement in science, literature and art (cited in Sak, 2004, p. 216).

Creativity is evident in all that we see around us, from the cars we drive, airplanes we fly, clothes we wear, buildings we live in and offices, the food that we eat, the TV shows we watch and commercials, sports and games, and even the music we hear. These all are products of creativity.

Runco (2003) defines creativity as thinking or problem solving that involves the construction of new [personal] meaning, emphasizing 'self,' the 'individual.' He suggests that creativity is widely distributed because "every individual has the mental capacity to construct personal interpretations (p.319)." Therefore, creativity is not limited to the gifted children or the highly intelligent students but can be found in every child. A creative individual sees and does things in new ways (Sternberg & Lubart, 2007).

## Creativity is crucial at the individual level to solve real life situations

There are three levels at which creativity is imperative (Sternberg, 1999). Creativity is crucial at the individual level to solve real life situations. It is relevant at the societal level to pioneer the progress in science, mathematics, technology and beauty in arts (cited in Sak, 2004, p. 216). In addition, it is relevant at the global level "to build a more interactive world that fortifies human civilization" (Sak, 2004, p. 216). There is consensus, therefore, among researchers that schooling [education in the Glasser model] is important to develop students' creativity. Because teachers play a major role in this context, factors such as teacher attitude, instructional practice and classroom environment influence (either positively or negatively) the development of students' creativity (Fleith, 2000; Driver, 2001; Sak, 2004).

## Classroom Practice with Glasser's Choice Theory

Glasser's choice theory proposes that every individual is driven by five (5) psychological needs embedded in our genes: need for survival, need to belong, need for power, need to have fun and the need for freedom. All our lives, everything we do or say are driven by our obligation to satisfy those needs in order to match the pictures on our quality world. Students will not show interest in learning except in instances that what is being taught is important to them and helps them satisfy one or more of their basic needs . . . (Keefe & Jenkins, 2002).

[Explanation of application of needs to students' creativity available in the *International Journal*, Fall 2012 publication.]

## CONCLUSION

Although educators have identified 'autonomy' as one of the educational goals of students, and many researchers have established the 'needs' to provide students choices, yet little attention has been paid to the use of 'needs' to foster creativity. If what is offered in school is not seen by students as related to one or more of their built-in needs, they will struggle against, and/or will withdraw from learning.

## Using Glasser's Choice Theory® to Foster Creativity

**C**rucial to the goal of choice theory is for individuals to accept personal responsibility for everything they do, and that the only person whose behavior they can change is their own. I, hereby, propose that it is time for teachers to note that students always have a choice about whether they will learn and none of us, teachers included, can coerce them to learn or care about what they are doing (Kohn, 1993).

Choice Theory offers a different way of understanding human needs, attitudes and behaviors

It is the responsibility of teachers to help students express the creative ability in themselves by providing them freedom of choice and every necessary experience that will enable them to express themselves in a way that is positive and productive. In conclusion, teachers can create a conducive and favorable learning environment that will foster creativity by following Kohlberg's (2007) suggestion on the use of moral education as a means of helping students become great minds and Glasser's Choice Theory which offers a different way of understanding human (students') needs, attitudes and behaviors.

[References may be found with the *International Journal*/article.]

See photo on Philippines in Color Version of Newsletter.

## Coaching: Team Culture

As a coach about to embark on a new season, Dr. William Glasser's Choice Theory® and Lead Management provide wonderful theoretical foundations for starting on the right path. Choice theory points out that all we can do is behave and that we have control over our own behaviour; however, by providing a very stimulating, engaging, and inspiring environment, it can greatly increase a coach's ability to create the environment that enables players to reach their maximum potential. In addition, Glasser points out that, if a lead manager [coach] is to create a very highly inspiring and supportive environment, an athlete's basic needs of survival, power, freedom, fun, love and belonging need to be addressed. Thus, it is imperative to be mindful of the athlete's needs while developing a yearly plan.

As a coach, it is very important to establish a vision which has to address the team's direction and clearly focus on the identity they will be adopting throughout the season. In addition, the players have to have a sense that the vision, ideally created by the team with the leadership of the coach, is very much dependent on them as a group to guide and shape as the season moves along. The vision has to be supported by a well-executed plan which includes viable steps so that success can be both measured and evaluated. Third, the vision and plan must be accompanied by daily skills and tactics that the players are expected to follow. Fourth, the coach and players must work together to establish goals, both from a personal and team oriented perspective, on a daily, monthly and yearly basis. This ensures that both the coach and players are working together to achieve success [Quality World pictures] as they pursue a team championship.

Dr. William Glasser's basic needs provide the foundation for forming a sound and highly inspired team culture. Setting a vision and giving the players a sense of confidence help the team with their needs for survival and power. The players know that the coach has an understanding of what it will take to win a championship. The players' input towards the vision in helping to shape and mould it – helps team members fulfill their need for power, and love and belonging. They are encouraged and challenged to provide critical feedback so that the team may move forward. The opportunity for coaches to give players a voice, where they can explain their point of view, is critical in establishing trustworthy relationships amongst the whole team. The plan permits players to participate in the planning process and this satisfies their need for freedom and fun. Furthermore, when a coach provides a culture whereby athletes have an opportunity to work on daily habits of skill and tactic development and set daily, monthly, and yearly goals, the coach is ensuring that players meet their need of survival.

As a coach preparing for the upcoming season, it would be both wise and prudent to review Dr. William Glasser's five basic needs and quality world before designing a yearly plan. Consider how your coaching environment is helping your athletes to satisfy their needs. I am confident the more you can help athletes to match the pictures of success in their Quality Worlds, the more need-satisfying the team culture will be.

- Teacher at St. Michael's College
- Destination Imagination Moderator
- NCCP Instructor, Motivational Speaker
- Lecturer Coaches Clinic, Coaching Mentor
- Mental Toughness Trainer for Elite Athletes
- Rugby Coach and Hockey Coach
- Assistant Coach Toronto Marlies Minor Midget AAA Hockey Club

Francesco "Frenchie" Bazzocchi  
HBA, B.Ed., M.Ed. [Quality Schools]  
Toronto, Ontario [Canada]

## Scholar's Corner: Thomas K. Burdenski, Jr.

**I**n 2007, I was selected from an international group of applicants to be named as a "Glasser Scholar." The Glasser Scholars program offered me certification in choice theory/reality therapy in exchange for agreeing to teach graduate students about choice theory/reality therapy and to conduct research studies on the effectiveness of choice theory/reality therapy in educational and clinical settings. To date, I have published one book chapter and nine articles in academic journals about CT/RT.

After becoming choice theory/reality therapy certified in 2008, I began teaching choice theory/reality therapy to graduate counseling students planning to work in community and educational settings in my "Brief Therapy" course. To deepen my teaching and supervising students to practice CT/RT, I also became certified as a Basic and Advanced Practicum Supervisor, and became a Basic Instructor for The William Glasser Institute in 2011. I am presently supervising two advanced practicum students for The Institute and I plan to supervise many more.

### CT/RT can be enhanced by making use of Eugene Gendlin's "focusing" technique

On the research side, I completed a study in the fall semester of 2008 at Tarleton State University (Burdenski & Faulkner, 2010) and investigated the extent to which teaching choice theory to provisionally admitted freshmen college students increased their perceived satisfaction of their five basic needs of belonging, power, freedom, fun, and survival; their composite need satisfaction (all five needs summed); their self-esteem; and their inner locus of control. The results suggested that teaching college freshmen to evaluate and better meet their basic needs had a positive effect on their satisfaction of the belonging need, their composite need satisfaction, and their self-esteem.

A second study (Faulkner & Burdenski, 2011) investigated the extent to which exposure to choice theory increased first generation/low-income developmental math college students' perceived satisfaction of their five basic needs of belonging, power, freedom, fun, and survival; their composite need satisfaction; and their academic self-efficacy. The results of the second study indicated that teaching first-semester developmental math students to evaluate and better meet their basic needs also had a positive effect on their satisfaction of the belonging need and their composite need satisfaction. The Texas Counseling Association awarded me their Educational Endowment Fund Award in both 2008 and 2009 to support these two research studies.

In 2011, I wrote an article with Dr. Bob Wubbolding (Burdenski & Wubbolding, 2011) entitled "Extending Reality Therapy with Focusing: A Humanistic Road for the Total Behavior Car." In that article, we asserted that Glasser's choice theory/reality therapy can be enhanced by making use of Eugene Gendlin's "focusing" technique. Focusing is an experiential technique that helps clients tune into the two rear wheels of their total behavior car (feelings and physiology), so that emotional roadblocks can be resolved before making new behavioral choices.

## Scholar's Corner: Thomas K. Burdenski, Jr.

**M**y most recent publication (Burdenski, 2012) was a book chapter entitled "Recovering from Substance Misuse," published in a book entitled *Contemporary Issues in Couples Counseling*, edited by Patricia Robey, Robert E. Wubbolding, and Jon Carlson (2012). In this chapter, I assert that behavioral couples therapy (BCT; O'Farrell & Fals-Stewart, 2006), a substance misuse therapy that helps both relationship partners face the challenges of alcohol abuse or dependence together by focusing on both continued recovery and repairing rifts in the relationship, is highly compatible with choice theory/reality therapy and 12-step group participation.

The choice theory/reality therapy approach (Wubbolding & Brickell, 1999) fits very well with BCT because both models focus on current behaviors, the risks of continuing to use drugs or drink alcohol, and taking personal responsibility for one's behavior. In this chapter, I outline how to merge the practice of reality therapy with utilizing O'Farrell and Fals-Stewart's recovery contract and four other strategies to promote abstinence, four strategies to improve the couple's relationship; and finally, taking steps to continue recovery after counseling ends.

Having been awarded tenure and promotion to Associate Professor at Tarleton State University effective, September 1, 2012, I am continuing my interest in Glasser's theory by examining his application of choice theory/reality therapy to effective teaching and supervisory practices, which he calls "lead management." The goal of this current study (Duba, Burdenski, & Palmer Mason; manuscript in preparation) is two-fold: (a) fulfill a gap in the literature regarding effective teaching in counseling, and (b) approach the survey from a theoretical approach that embraces the definition of effective teaching found in the literature.

Results from this study will suggest if professors in counseling programs perceive themselves as providing quality teaching, and if they believe they are providing a need satisfying environment for all students. Several implications of the findings may include: (a) a summary regarding how new counselor educators actually perceive their teaching; (b) recommendations for engaging in reflective teaching practice; (c) suggestions for providing support for new counselor educators; and (d) possible suggestions regarding the doctoral counselor education curriculum.

Thomas K. Burdenski, Jr. PhD  
Associate Professor, Department of Psychology and Counseling  
Tarleton State University, Fort Worth, TX.



## Research and WGAI: Global Connections

If I had to sum up what I gathered about RESEARCH at the William Glasser Association International Conference, it would be 'Global Connections.' There are about 20 members on the International Research Committee from many nations, many continents. We are truly Global in nature but with a common vision that is focused on providing some solid data that will mark CT/RT as an EBP [Evidence Based Practice].

The WGAI Conference revealed that research is being conducted by some individuals, as well as institutions, but more interestingly, that many others are motivated and energized in undertaking their own research projects. That interest stirred those interested individuals to connect and unite to dialogue problems that stood in the way of individuals conducting research. Some of the struggles identified are: having Research Methods (tools, instruments) available; Research Ideas in one centrally located spot (Web access); Awareness of individuals that want to do research to those that can help conduct research (mentors); Tutorials to educate, inform and encourage (videos); Criteria required for publication (Journals and Newsletter); as well as Quality control.

### Future endeavors to provide quality solutions to research issues

Our future endeavors to provide quality solutions to the issues addressed above cannot be solved by a one-man show or a quick fix. Because we are uplifting ourselves to a new global identity (WGAI), it is essential that we pull together over time zones, continents and language barriers to create a system for research procedures to flourish.

In an effort to provide an avenue for further dialogue and resources, the WGAI website (WGAI.net) will be the go-to place for linking to resources, videos and information as it becomes available. Please visit the new Research Tab for interesting research resources. Email me at: [JMorgan@WGAI.net](mailto:JMorgan@WGAI.net) or [JMFainMorgan@Yahoo.com](mailto:JMFainMorgan@Yahoo.com)

Dr. Janet M. Fain Morgan  
WGAI Board Member  
Research Committee Chairperson

## The Open-Book Test Experiment

**I**n his 1969 book, *Schools Without Failure*, Dr. Glasser advocates open-book testing, arguing that the closed-book test is based on the "fallacy that knowledge remembered is better than knowledge looked up." He continues, "I would hate to drive over a bridge, work in a building, or fly in an airplane designed by engineers who depended only upon memory." Good surgeons halt surgery to look up key steps in a procedure; the not-so-good ones—products, apparently, of "too many closed-book tests," Dr. Glasser observes—rely on memory, sometimes "to the extreme detriment of the patient."

Over the past sixteen months in three different courses, I have given ten open-book, open-notes exams (both midterm and final) to my junior and senior-level college students. Average scores have been higher than with the closed-book versions, but the grade distributions were not unusual; advanced study is still required to succeed at taking an open-book exam. My students certainly preferred the open-book testing, though all or nearly all have never been exposed to it before and, as in all test-taking, a certain strategy has to be learned. I told my students to go through the test initially as if it were a closed-book exam, then go back to look up specific answers lest they run out of time looking up an answer to one question and find themselves unable to finish the test.

### Open-book experiment was a triumph ... and the ivory-towered walls did not come a-tumblin' down

My open-book experiment was a triumph. Everyone was happy with the results ... and the ivory-towered walls did not come a-tumblin' down. As Dr. Glasser concludes, "Faced with a problem in life, we marshal all of the facts we can; we don't rely on our memories unless we have to. ... Open-book tests teach children (and young adults alike) to use reference material quickly and efficiently, to give thought to necessary reference material, and to utilize facts to solve problems, develop concepts, and explore issues. Closed-book tests defeat all of these objectives."

I will never go back to the closed-book test!

Jerry Kirkpatrick  
Professor Emeritus of International Business and Marketing  
California State Polytechnic University, Pomona, CA

# Letter of Thanks to Dr. Glasser

1876 Lanes Mill Road  
Lakewood, New Jersey 08701

March 19, 2012

Dear Dr. Glasser,

I recently retired from teaching with four enjoyable decades of working with young people. Upon reflection, I realized that I owed you a debt of gratitude for putting forth the notion of 'schools without failure.' Stumbling upon that premise early on in my career, it became my guide and key to successfully working with a variety of young people. The concept spoke directly to me since I had failed nearly everything in Junior High as suggested by a comment to me from my mother after a dismal teacher conference, "Paul, you even failed Wood Shop!"

High school was not much better and it was not until I had the good fortune to attend a local community college, where maturity helped me overcome the fear that I really was a failure as learned over the previous seven years. This is a very simple concept but one still not totally understood by Education. There are factors other than raw intelligence that impact academic performance. Not surprisingly, fate would have me begin as a middle school teacher where I remained. There, I implemented the *schools without failure* notion in a very practical manner within the typical [educational] structure.

I developed a grading system that students referred to as 'fun.' That alone was rewarding to hear, but several other by-products emerged as a result. The system is based upon levels [usually 10] where students progressed as tasks were completed or skills acquired. The beauty that I found in this system and the one that fulfilled the *schools without failure* theme was that a student, with lesser ability or acumen in a given subject, could acquire an "A" with daily effort as well as the motivated or gifted student could acquire his or her "A." The difference would be that the gifted student would be at level ten while the one of lesser ability or interest would be at a lower level. Effort in any regard was acknowledged.

There are many other elements of interest too numerous to include here but I wanted to thank you for the positive influence of your work on this teacher and the many students that enjoyed a painless experience as a result.

Sincerely,

Paul J. Mercer

## Dr. Wubbolding at Al Dammam University, Kingdom of Saudi Arabia

**I**n cooperation between the Guidance and Counseling Center at the University of Dammam in Saudi Arabia and the Center for Reality Therapy in Ohio, the first counseling workshop was conducted May 15, 2012. *Applications of Reality Therapy Between Choice Theory & the WDEP System* was offered to 64 participants, 26 of whom were male and 38 female. All of them work in the field of counseling either as students, counselors or interns.

Dr. Robert Wubbolding, Director of The Center for Reality Therapy, introduced the basic concepts of Choice Theory and Reality Therapy Via Video conferencing. The training in the workshop focused on 'human motivation' and Choice Theory, the basis of Reality Therapy, establishing the therapeutic alliance, toxic and tonic behavior, the perceptual system and basic human needs. Dr. Wubbolding also explained the concepts of the wants, quality world, perceived world, behavioral system, the practice of reality therapy, and procedural components through an exploration of 'wants' and the 'levels of wants.' In addition, Dr. Wubbolding introduced the WDEP system whereby he explained the content of each letter including the wants, doing [actions], evaluation and types of evaluations which include client evaluation, helper evaluation, the filter system, and the characteristics of a good plan. Many strategies were used during the workshop including paradoxical techniques and reflection. All participants had the opportunity to interact during the workshop.

### Al Dammam University recommends training in RT to continue

Dr. Wubbolding received a personal thanks from Dr. Abdullah Alrubiesh, the president of the university, and Dr. Abdulaziz Almotawa, Director of the Center, who valued greatly Dr. Wubbolding's contribution to the success of the workshop and recommended to continue the training in Reality Therapy. At the end of the workshop, participants were awarded a certificate for eight (8) contact hours from

the Center for Reality Therapy and College of Guidance & Counseling Center at Al Dammam University.

Fathieh Odeh , Ph.D. in Education and Psychotherapy, JU  
MS in Family Counseling, LIU, Stress Counselor, IFRC  
Executive and Coordinator for Counseling Program  
Female Students  
College & Counseling Center  
University of Al Dammam, Kingdom of Saudi Arabia

## Congratulations to Practicum Supervisors

### Korea

Eun-Soon Kang

Kyong-Hee Dwon

Mi-Hye Kim

Young-Sook Kim

Hye-Nam Park

Yeong-Soon Jang

Sung-Lim Hong

### United Kingdom

Andy Ashworth

Moira Oliver

### United States of America

Ilie P. Vasilescu [Romania]

[Toronto, Ontario & Québec City, Québec, Canada [See photo below and on the following page in Color Version of Newsletter]

## Schedule of Events

Events scheduled by International Board – Check [www.wgai.net](http://www.wgai.net)

Upcoming events in the USA – Check [www.wglasser.com](http://www.wglasser.com)

European Association to Reality Therapy Blog - Check <http://www.realitytherapy>

## Certification Schedules

August 7-10, 2012

### **Buffalo NY**

English [Collaboration between Canada and Northeast Region]

Norma Ahrens

[nahrens@shaw.ca](mailto:nahrens@shaw.ca)

604 985 7567

August 16 – 19, 2012

### **Moncton, New Brunswick, Canada**

French and English

Norma Ahrens

[nahrens@shaw.ca](mailto:nahrens@shaw.ca)

604 985 7567

October 18-21, 2012

### **Colorado Springs or Pueblo, Colorado**

Frank Dunn

[fedunn38@msn.com](mailto:fedunn38@msn.com)

719 547 9875

## 2013 Biennial Conference – William Glasser Institute Australia

### **'The Art of Choice - An Extraordinary Blend'**

Invitation from Australia!

Come join us – October 3 – 5, 2013 – Adelaide, South Australia  
followed by a Faculty Day

[www.wgia.org.au](http://www.wgia.org.au)

## Did you know that . . .



**D**

orothy Devine mentors many talented artists whose superb work may often go un-noticed. These artists often remain unknown as the opportunity to promote their art is difficult and this takes time from its production. Here is Dorothy's story:

A quirky winter festival celebrating **Jumpers and Jazz in July** is providing an excellent platform to promote Fibre Arts and Textile Artists in my home town of Warwick, Queensland, Australia.

Many talented artists, producing superb work go un-noticed and remain unknown, as the opportunity to promote their art is difficult and this takes time from its production.

A quality product and a quality process is an unstoppable combination. I use the mentoring/coaching process of the WGI-A, with enthusiastic emerging artists to manifest exciting results.

Lengthy conversations are held with business people who have a suitable venue to host the 'show casing' of an artist's work in a manner in which the business is enhanced by attracting clients and the exhibition does not encroach on essential daily business practice. Coffee shops and restaurant owners have seen the potential and are the most willing to trial the process.

With a secure venue and definite date, artists, who are producing quality, distinctive work and can commit to sufficient pieces to form an impressive display, are approached. Discussions continue until a common vision is reached. It may be 'to produce a quality show of work where all participants benefit.'

The process halts until this vision is articulated and a commitment made to it by all parties.

Roles and responsibilities of everybody concerned are then decided. I generally do all the macro organizational tasks - advertising, promotion, invitations. The artist's responsibility is to have the work prepared for presentation/hanging with labels, prices, catalogues. The business person looks after catering, venue and sales.

The 'hanging party' is normally the really fun part when the decisions are made as to what goes where. The rule is everything must be shown to its very best advantage.

An 'Exhibition Opening' is planned to which the artist extends invitations to special guests, the media and friends. This is a celebration; a time when the artist talks about his/her work, the inspiration and any story that is relevant. This is the real showcasing.

The final phase consists of a time to self-evaluate and co-verify. All contributing individuals discuss the following.

What contributed to the success of the venture and Why?  
What will we do next time we organize such an event?

The process benefits the artist with publicity and sales, the participating business with increased customer interest and sales and a sense of belonging to the festival, and the festival committee with the increased commitment of the community.

It is certainly an exciting venture! For further information, check out [www.warwickevents.com](http://www.warwickevents.com)



## Funny Bone Corner! [See jokes in Color Version of Newsletter.]

TEACHER: Why are you late?

STUDENT: Because Class started before I got here.

TEACHER: Maria, go to the map and find North America.

MARIA: Here it is.

TEACHER: Correct. Now class, who discovered America?

CLASS: Maria.

TEACHER: Donald, what is the chemical formula for water?

DONALD: H I J K L M N O.

TEACHER: What are you talking about?

DONALD: Yesterday you said it's H to O.

TEACHER: Clyde, your composition on 'My Dog' is exactly the same as your brother's.

Did you copy his?

CLYDE: No, sir. It's the same dog.

[Who's Wendall?]



## From the Heart: It's Been Awhile

I was certified in LA in 1990, and quit a fulltime job I had in 1989 during my Advanced Intensive Training [advanced week] deciding to become self-employed; luckily that worked out! I give much credit to my training in Choice Theory for the foundation it gave me as a training and counsellor. Today, I facilitate groups of court-ordered men who have been violent in their relationships with women, as well as groups of impaired drivers. And as you can imagine, I hear a lot of blaming. CT helps me to help them consider the choices they made and the choices they will make in the future.

I was one of 17 Canadians who recently attended the conference in LA this past June to thank Dr. Glasser for all that he has done in teaching us Choice Theory and giving us a focus so that we could teach it to others. I attended the annual conference fairly regularly over the years and then stopped doing so, not that I can really recall why. But when I was in LA at this recent one, I quickly recalled why I had attended so many in the past. They are a lot of fun and I always learn a couple of new ways to think about Choice Theory or I pick up something that I eventually use, from the 'store'. This time I picked up a magnet with Dr. Glasser's *Seven Deadly Habits* and *Seven Caring Habits* on it and I used it within a couple of days of being back at work!

### Changes happening in the global Glasser family

I agreed to write a short article and thought there are likely others out there like me; been active but not so recently. Lots of changes have happened in everyone's life and now there are changes happening in the global Glasser family. One of the things I noticed at the conference was the number of boomers who attended from around the world and thank goodness lots of younger members as well! The global Glasser family is not unlike many well-established associations in that everyone, right along with the association, gets older.

If you have not attended a conference, it is a custom towards the end of the last day for each country to hold a meeting to discuss that country's focus or concerns. One of the items the 17 Canadians discussed was the demographics of our membership. The conversation went around a bit with observations and suggestions as to how to get all members more involved and in particular younger members and then one wise Canadian said "Why don't we ask them." Brilliant, of course, as this was the W.D.E.P in action! Because of this great question ".... ask them," you [Canadians] are going to be asked; so watch for a survey type email that will ask you what would help you become more involved.

If anyone locally in the Vancouver area is looking for a practicum supervisor [basic or advanced] or wants to put together a basic intensive training, let me know. If you have not finished your training, I really hope you make a Plan to get those final hours completed so that you can move to the next level of learning.

Elaine Stoll, Registered Clinical Counsellor  
Basic Instructor, WGI [Canada]  
Westside Counselling, Vancouver, B.C., Canada

# Congratulations to Newly-Formed WGI Philippines

## How It All Began

**I**n 2010, Dr. Arsenio Alianan, who is fondly called 'Boboy' by friends and colleagues, completed Basic Intensive Training with WGI (Singapore), and had a dream to bring Choice Theory to Manila, the capital of the Philippines. However, he was conscious of the costs involved as the Philippines is a third world country with low living costs and significantly lower purchasing power.

**He** looked around the region for WGI instructors who would be prepared to offer training in Choice Theory on a shoe-string budget and found me in Australia. Together, Boboy and I started to turn his dream into reality, the William Glasser Institute in the Philippines! I have been a Senior Faculty with WGI (Singapore) since 2001 but, for the last three years, I have been based in South Australia, having taken leave from my regular work, to look after my ageing mother. In September, Boboy and I began our email correspondence to plan for training to take place in Manila in April 2011.

**Today**, a little more than one year later, I am pleased to state that 63 individuals have participated in 5 Basic Intensive Trainings with 40 of them having completed, or in the process of completing their Basic practicum. In March 2012, Garry Garnaut from South Australia conducted the Advanced Intensive Training for 13 from the pioneer group of 2011. These 13 individuals have signified keen interest to continue until full certification.

**This** accelerated journey has been extremely satisfying to all of us involved in making history for WGI. Credit goes to the founding members from the pioneer group who launched the process of creating WGI as a legal entity in Manila, with much sacrifice of personal time and resources. After numerous meetings and consultation, WGI (Philippines) finally held its inaugural meeting on 17 March 2012 with Garry and myself present. This was the dream come true!

**Brian** Lennon, chair-person of WGAI, hails the Philippine Institute as a very special diamond in the WGI family, as this is a land of friendly people, well-known for their caring nature and strong relationship bonds. I join him in applauding our Philippine counterparts and wish them a steady growth and outreach in the true spirit and mission of WGI!

Liz Tham, Senior Faculty, WGI (Australia)

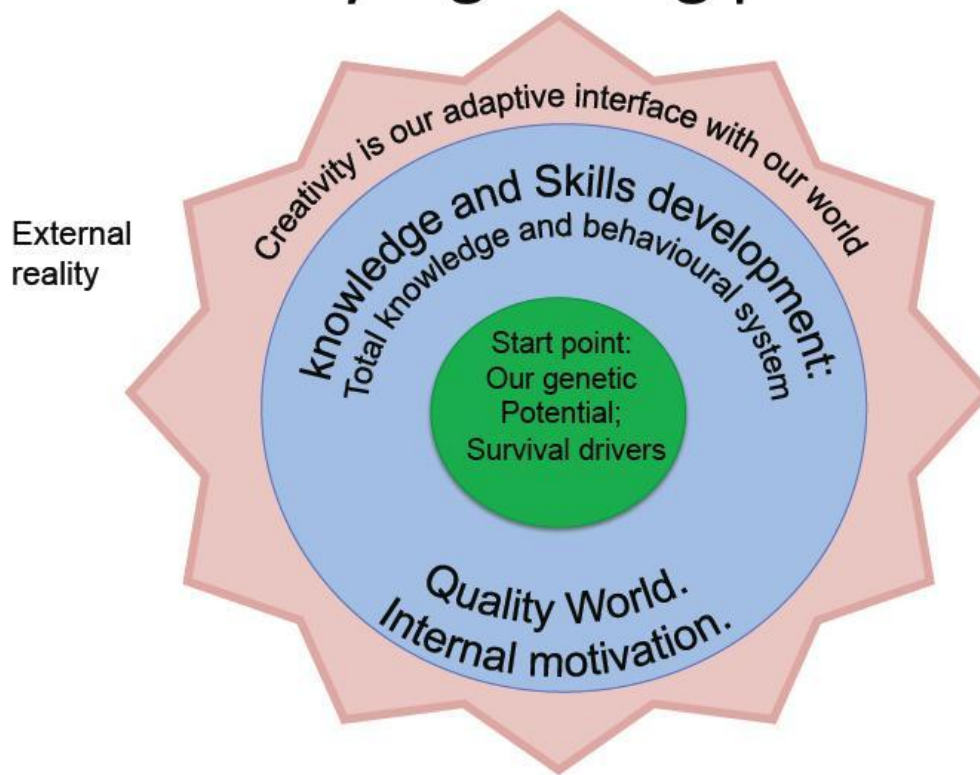
[liztham7@gmail.com](mailto:liztham7@gmail.com)

## Creativity: A Précis

I consider creativity as an all pervasive and adaptive influence on our behaviour. It is the wellspring of the possible total behaviours that we sometimes seemingly automatically engage. I am referring to those times where we have never had to respond to a particular situation and this is the first time and somehow we try a new or modified behaviour. If we didn't have this capacity, we would still be naked foraging in jungles like any other creature. Creativity is our capacity for developing new adaptive survival behaviours.

Note: Color diagrams necessary to understanding of the text.

### Creativity a growing part of us



Think of creativity in a 3 dimensional way, like a veneer hovering slightly above and spanning the Choice Theory Chart. When the situation demands, imagine wormholes appearing, dropping like tornadoes onto parts of the chart at random and often at several times at once. Creativity operates at what we may consider a subconscious level yet we can harness some of its power. Each of us has a creative capacity and some are fortunate to be gifted with special creative talents. I relate Creativity to another capacity we have which seems automatic and that is our anticipatory capacity. Neuroscience is now looking at subconscious drivers of our behaviour and there is great interest in our perception of events and the seemingly automatic responses. It seems that our brain has registered everything before our awareness is triggered. That is why we may jump away from a snake even before we are aware of it. I wonder if these are somehow interconnected? As I read more, I generate more questions to explore.

# Creativity: A Précis

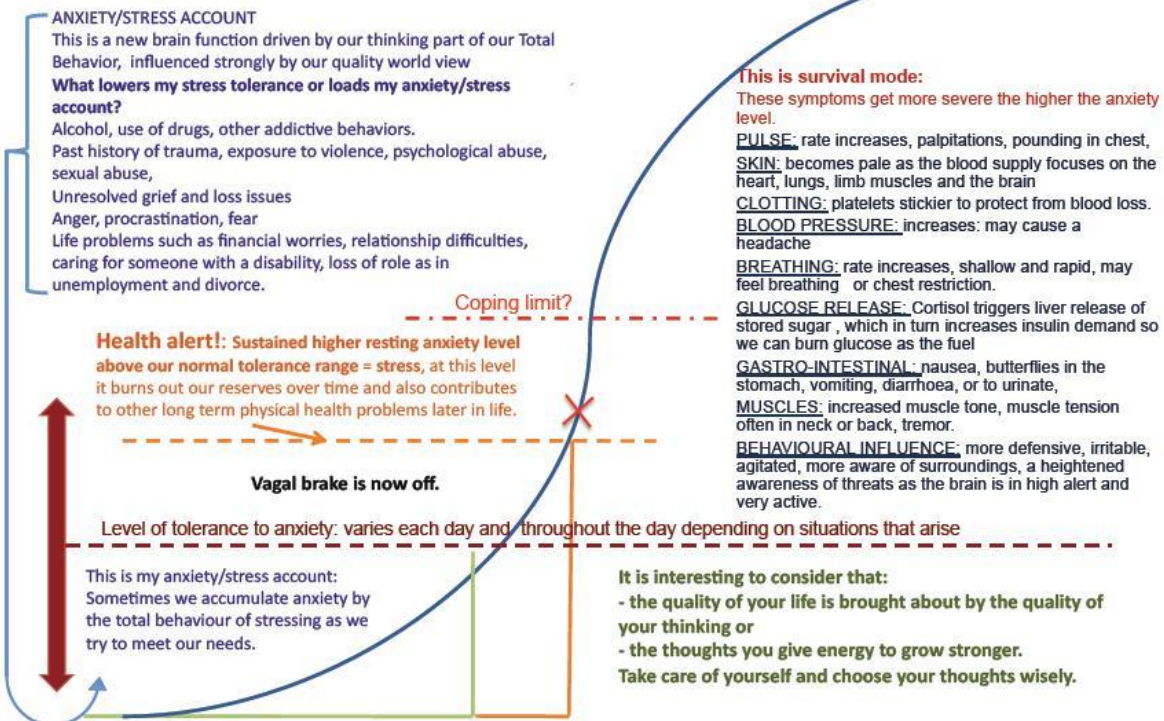
**C**reativity is an extraordinarily powerful adaptive capacity within us and it isn't just something we do; however, it has an amazing influence on what we do and how we perceive our world. It has a strong relationship to our meaning-making capacity of our frontal cortex. I see it as a new brain function like an adaptive force field that interfaces with our sensory perception, spurred on by the physiology of anxiety that is sparked within the old brain structures. It, therefore, has a level of interdependent function with the old brain and our Lymbic system running in the background, as we develop perception of our world updating our encyclopaedia.

When I discuss Creativity and the relationship with anxiety, I am referring to Anxiety as the physiology part of our total behaviour not a total behaviour. I am pedantic with the definitions as stress and anxiety have closely aligned definitions. My definitions for the purpose of this discussion are:

**Anxiety** is the physiology that drives our survival behaviours to meet our basic survival needs. It is a normal old brain activity that is involuntary where the sympathetic and parasympathetic (Vagal nerves) work in harmony directing energy to basic survival behaviour (Porges, 2011). There are 2 normal modes of anxiety:

- 1. At the low level**, within our tolerance level, it directs energy to growth, healing and physiological balance. Here the Vagal brake is on (Porges, 2011).
- 2. At the elevated level**, the Vagal brake is released allowing the sympathetic nervous system to prepare us for massive action, the fight or flight behaviours. Now our physiology is directed to meeting external threats. This is intended for short term activity not days, weeks or months.

## 2. Understanding Stressing, a new brain behavior triggering anxiety, the old brain behavior.



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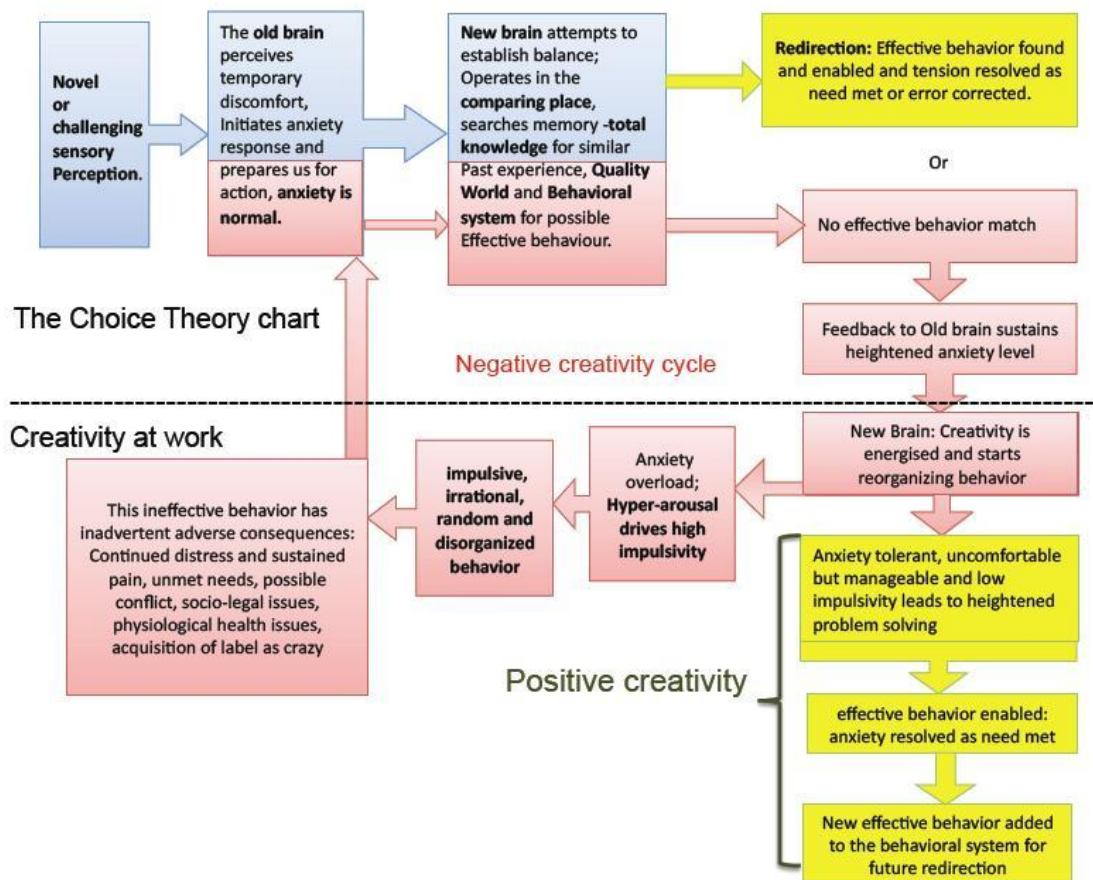
# Creativity: A Précis



**Stress:** Is a sustained higher anxiety level above our normal physiological tolerance level. It refers to a long-standing state of readiness to meet perceived external threats. The Vagal brake is off for a sustained period. Stress may also be caused by physical problems. This is a health alert: this sustained anxiety level paves the way for future physiological as well as psychological problems, if unresolved. Think of Chronic diseases in this case. It will find expression where we have a physiological vulnerability and this may be what Glasser is relating to in his autoimmune discussion related to Creativity.

**Stressing** is the new brain behaviour, the thinking component of our total behaviour. Due to the interrelationship between old and new brain, the old brain response modulated by the Amygdala raises the anxiety level to meet the perceived threat. Over time this anxiety level, driven by stressing, will drain us and we will feel that we have little energy with which to cope.

I have developed a diagram that follows the choice theory chart where I have shown the impact of positive creativity in problem solving and the proposed circuit of negative creativity.



## Creativity: A Précis

The diagram shows the relationship of the physiology of anxiety elevating sequentially via feedback between old and new brain. I am trying to show that when a person has elevated anxiety, it doesn't mean that they can't cope. If they are overwhelmed just right, the anxiety may stimulate more creative problem solving with a higher probability of finding a helpful solution.

If, however, the person has an already elevated anxiety level, sustained by the new brain behaviour of stressing, I am proposing behaviours reflective of being overwhelmed. Those unhelpful behaviours may be impulsive, irrational and disorganized. Such behaviours have inadvertent unplanned consequences that are unhelpful and leading to continued stress, sustained pain, unmet needs, conflict, socio-legal issues, physiological health issues and coming to attention of psychiatry to be diagnosed.

I see Reality Therapy as being very effective in helping people to understand their behaviours. In my diagram I have some arrows identifying possible areas where it is very helpful. I understand that, as a counsellor, I am applying the principles of Choice Theory throughout this précis.

Please contact Paul van Houts via email at [paul.vanhouts@internode.on.net](mailto:paul.vanhouts@internode.on.net) to discuss any questions or comments you may have.

[Excerpt only, original to be submitted to the *International Journal of Choice Theory® and Reality Therapy.*]

BNSc. MBA. RN. MHN.  
Australian College of Mental health Nurses  
RTCT – WGI [Australia]

Mental health Nurses; sowing the seeds of hope where there is a perception of hopelessness, nurturing them to their potential. That is the art of recovery facilitation for the emotionally troubled.



Course of the Vagus Nerve.