



GLASSER INSTITUTE
for CHOICE THEORY

WHAT IT MEANS TO BE A GLASSER QUALITY SCHOOL

2021

The GIFCT-US Quality School Committee



A GLASSER QUALITY SCHOOL

In a Glasser Quality School, students and teachers are taught Choice Theory to reach a common ground in establishing a supportive, caring environment and in building healthy relationships that contribute to school success.

Classroom management and teaching techniques based on coercion are replaced by Choice Theory techniques that shift the definition of and desire for success to the student.

Teachers and administration become collaborative leaders in empowering students to reach their highest potential. Parents are also encouraged to learn Choice Theory so home and school support the student in compatible ways.





The Critical Elements of a Glasser Quality School

- *A unified philosophical foundation: Choice Theory*
- *Following a set of principles*
- *Emphasizing self-evaluation leading to quality performances*
- *School becomes a needs satisfying place where students put school in their Quality Worlds*
 - ✓ Teaching Students to understand themselves & others
 - ✓ Teaching Students how to make effective choices
 - ✓ Teaching Students to adopt an internal locus of control





GIFCT-US

Glasser Quality Schools

- Follow a unified philosophical foundation, *Choice Theory*
- Follow a set of guiding principles

Separating GQS from most other traditional schools by using:

- ❖ Choice Theory as our Guiding light, Our Foundation
- ❖ Choice Theory Axioms
- ❖ Quality School Criteria

“An important purpose of education is to nurture a love of lifelong learning in all students, not kill it.” – Dr. William Glasser





GLASSER QUALITY SCHOOLS FOCUS ON INTERNAL CONTROL: Adapted by the GIFCT-US QSC

A Glasser Quality School has internal control “classrooms” where educators:

- acknowledge they are unable to control students; they are only able to manage the **“classroom” environment**.
- consistently embed choices in the **“classroom” environment**, i.e., seating, resources, work options/tasks...
- understand that **students’ basic needs** are a primary focus.
- plan learning that is **useful & meaningful** for students.

From the work of the Glasser Quality School Committee, 2019

“When we are threatened with punishment, whatever we do we rarely do well.”

– Dr. William Glasser





The Foundation of a GQS is Choice Theory:

10 AXIOMS OF CHOICE THEORY

1. The only person whose behavior we can control is our own.
2. All we can give or get from other people is information. How we deal with that information is our or their choice.
3. All long-lasting psychological problems are relationship problems.
4. The problem relationship is always part of our present lives.
5. What happened in the past that was painful has a great deal to do with what we are today but revisiting this painful past can contribute little or nothing to what we need to do now: improve an important, present relationship.
6. We are driven by five genetic needs: survival, love and belonging, power, freedom, and fun.
7. We can satisfy these needs only by satisfying a picture or pictures in our quality worlds.
8. All we can do from birth to death is behave. All behavior is total behavior and is made up of four inseparable components: acting, thinking, feeling, and physiology.
9. All total behavior is designated by verbs, usually infinitives and gerunds, and named by the component that is most recognizable.
10. All total behavior is chosen, but we have direct control over only the acting and thinking components. We can, however, control our feelings and physiology indirectly through how we choose to act and think.

From: *Choice Theory: A New Psychology of Personal Freedom*, by Dr. William Glasser, 1998



Classrooms With & Without Choice Theory & 10 Axioms Foundation

With CT & 10 Axioms Internal Locus of Control:

- *“Here are your choices for completing our assignment today:...”*
- *“You seem to be struggling with the assignment. May I help you or would you prefer to work with another student (in a breakout room)?”*
- *“I know it’s difficult to save important conversations for later, but we’d appreciate it if everyone was quiet so we could continue the lesson (please mute yourself &/or use the chat box).”*

Without CT & 10 Axioms External Locus of Control:

- *“Your assignment today must be completed in the following manner....if you don’t complete it, it will be homework”*
- *“You aren’t getting it. I’ll see you after school (during my zoom office hours).”*
- *“You seem to have a lot to say, why don’t you share with all of us (I’ll mute everyone else)!!”*





GIFCT-US GQS Criteria

- **Criteria 1:** A Glasser Quality School is a joyful place where a positive, supportive, trusting, learning & working environment is created & maintained.
 - *School becomes a place where students and teacher alike want to be. It is a part of their Quality World.*
- **Criteria 2:** Total Learning Competency is expected of all students and students are instructionally supported until competency is achieved.
 - *The constant focus is upon achieving competency at a high level for all students.*
- **Criteria 3:** All students do competent work as well as some quality work each year.
 - *Each year students will choose a project that highlights their competency in an area that appeals to them.*
- **Criteria 4:** All students, staff and members of the school community have participated in the study of Choice Theory and/or the Glasser Quality School Model.
 - *Everyone in the school will learn about Choice Theory and how it can enhance the quality of their lives.*
- **Criteria 5:** Students and educators do well on measurements of learning and school performance.
 - *As a direct outcome of the efforts of a Glasser Quality School to achieve competency, students and teachers will do well on outside measures of performance because they are competent and able.*

“A teacher can give a student information and help him or her use that information, but the teacher can’t do the work for the student.” -Dr. William Glasser





With an understanding of their roles educators can more adequately address the needs of their students.

COUNSELING:

- Assisting others to think through a situation
- Helping others evaluate their situation
- Aiding others in improving their process(es)

MANAGING

- Convincing/persuading those who don't want to learn what we have to teach them
- Showing the value in what we are asking them to do
- Explaining "WHY"

TEACHING

- Giving information & knowledge to those who want to learn
- Helping others build skills & competencies

FRIENDING

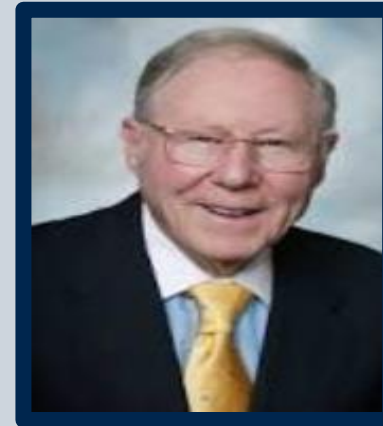
- Who you are
 - What you stand for
- What you will/won't do for them
- What you will/won't ask of them



Practicing Transparency and Openness in a Glasser Quality School

Staff regularly & clearly articulate the following to facilitate relationship building:

1. Who am I?
2. What do I stand for?
3. What I expect of my students?
4. What do I not expect of my students?
5. What my students can expect of me?
6. What my students can't expect of me?



Relationship building: *“Throughout the year educators use these questions to help build relationships between themselves, their students, parents, families and colleagues.”*

from The Quality School: Managing Students without Coercion by Dr. William Glasser, 1992

“The most freedom we ever experience is when we are able to satisfy a picture in our quality worlds. If we put pictures into our quality worlds that we cannot satisfy, we are giving up freedom.”



As everyone begins to understand their needs and how to have them met, school becomes a needs satisfying place

Safety and Survival

food, water, air
conservation
shelter
health
preparation
security



Love and Belonging

friendship
cooperation
involvement
caring
relationships
connecting
trust



Power

respect
importance
recognition
achievement
courage
competence
impact
being heard



Fun

enjoyment
relaxation
recreation
learning
laughter
celebration
exploration

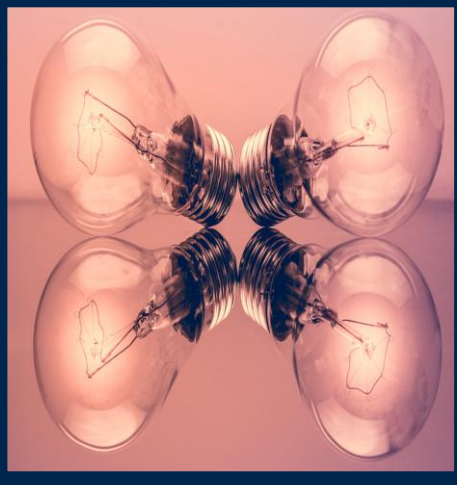


*As educators work to create
need fulfilling school
environments for students,
their basic needs are met &
students place school in their
Quality Worlds.*

Freedom

choices
creativity
independence
autonomy
flexibility
movement
options





Teaching Students to Understand Themselves

The Questioning Process

Adapting Dr. Wubbolding's WDEP Questions: Want/Doing/Evaluation/Plan

The Choice Theory Questioning Process has many uses in the classroom ranging from understanding an individual's behavior to self evaluating one's performance on a particular assignment. The object of the process is always to have students engage in self evaluation in search of a better outcome and in developing personal responsibility for one's efforts and/or behavior:

- *What was I hoping for? What did I want to happen?*
- *What did I do...? What were my thoughts/feelings?*
- *How effective was I ...? (strategies, effort, thoughts, etc.)*
- *What other plans might I have or am willing to consider for greater success?*





Reality Therapy: Dr. Glasser's Early Version: Creating the Environment & Procedures that Lead to Change

- Create the environment by being friendly and positive. Listen carefully to the person's story, communicating your confidence in being able to help the person find more effective ways to fulfill his/her/their needs. Focus on the present and on total behaviors. Remain non-judgmental and non-coercive. Help the person avoid the trap of making excuses and to take responsibility for whatever choices he/she/they make.
- Procedures that Lead to Change:
- Ask the person what he/she/they want now, and what direction he/she/they would like his/her/their life to take. Focus on specifics as opposed to generalities.
- The core of Reality Therapy is to ask the person to make the following evaluation: Does your present behavior have a reasonable chance of getting you what you want now, and will it take you in the direction you want to go?
- Embark upon a plan only after you and the person you are helping agree that it has a good chance to succeed. Ask for a commitment to follow through, since those who make commitments tend to work harder. A written commitment is generally more effective than a verbal one, particularly with young people.
- If the person strays from the plan, help him/her/they understand and accept the likely consequences of his/her/their behavior. And don't give up. Because when we give up, it tends to confirm the person's belief that no one cares enough to help.

"Of all we know, what we choose to put into our quality worlds is the most important." –Dr. William Glasser



Emphasis on Self-Evaluation Leading to Quality Performances Classroom Assessment & Choice Theory:

SESIR: A Glasser Self-Evaluation Strategy

S- Show

E- Explain how you did it

S-Self-Evaluate your work

I-Identify ways to Improve your work

R- Repeat the self-evaluation & improvement process
until you believe it is Quality





What Does a Classroom Look Like That Embraces Student Internal vs Teacher External Control?

Student Internal Control

- Class Meetings
- Shared Expectations
- Shared Decision Making
- Individual Goal Setting
- Questioning & Self-Evaluation...

Teacher External Control

- Teacher as “Preacher”
- Teacher Sets & Shares Expectations
- Teacher Decides
- Teacher Sets Goals
- Teacher Tells & Evaluates





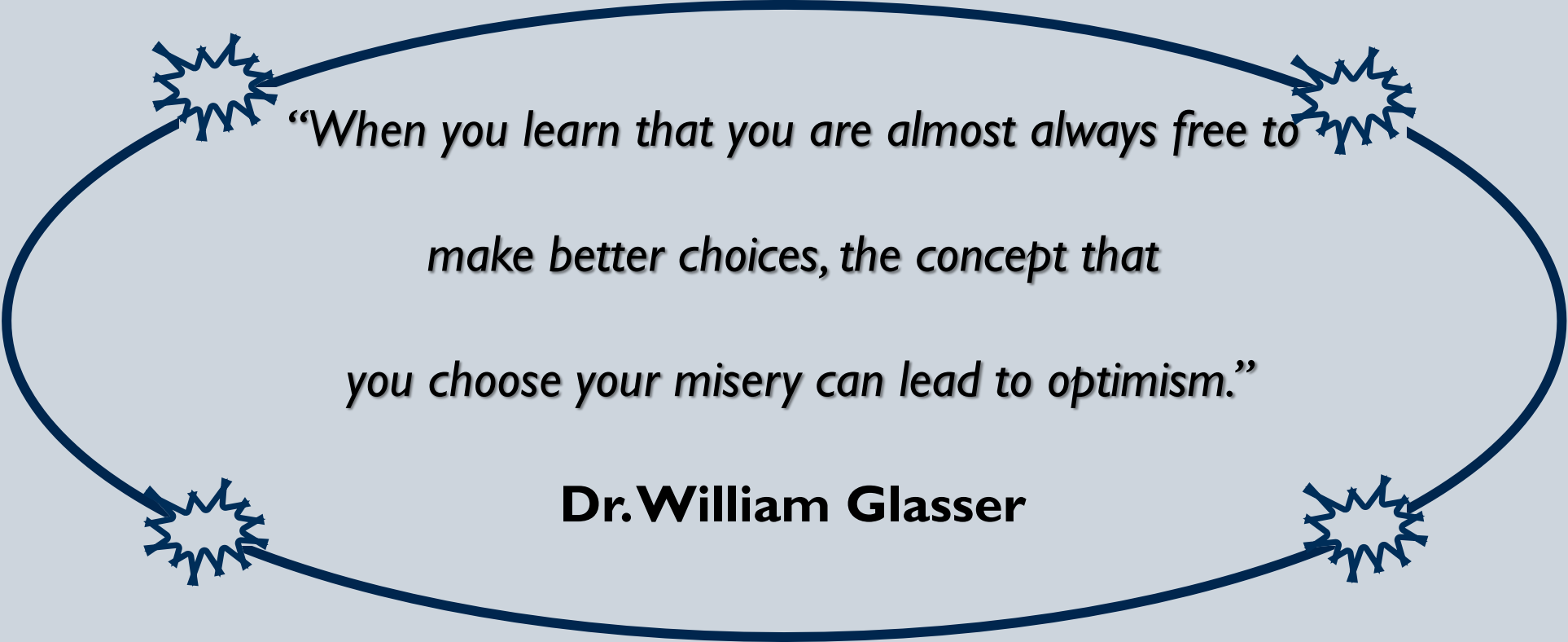
Glasser Quality Schools Emphasize:

Increasing students' responsibility for their own learning and success, strengthening relationships among peers, teachers, students and families to build thriving, healthy learning communities.

From the GIFCT-US website



ADDITIONAL THOUGHTS



*“When you learn that you are almost always free to
make better choices, the concept that
you choose your misery can lead to optimism.”*

Dr. William Glasser

“Think of how much time you spend trying to get others to do what they don’t want to do and how much of your time is spent resisting others who are trying to get you to do what you don’t want to do.”

“When you get out of that trap, you regain a lot of freedom that you voluntarily gave up when you felt responsible for students who choose not to work.”

Dr. William Glasser





IN CONCLUSION

For More Information Go To:

www.wglasser.com and choose

Glasser Quality Schools under Practice Areas

“Education is the most powerful weapon which you can use to change the world.”

NELSON MANDELA

“Children want the same things we want. To laugh, to be challenged, to be entertained, and delighted.”

DR. SEUSS

