

THE AFFECTS OF REALITY THERAPY
TRAINING ON TEACHING STYLES

A PROJECT
Presented to
the Education Department
University of Wisconsin - La Crosse

Submitted in Partial Fulfillment
of the Requirements for the Degree
Master of Education Professional Development

by
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Abstract

The purpose of this study was to analyze and draw conclusions regarding the changes in teaching styles of a selected sample of teachers trained in the Glasser Model Reality Therapy through the University of Wisconsin - La Crosse. The objective of the research was to provide information on how Reality Therapy training affects teachers. It was expected that through this study more insight would be obtained in determining the value of Reality Therapy training for teachers in the classroom setting.

The researcher utilized the following method of gathering data for analysis: A formal questionnaire was administered to 25 subjects who had taken a minimum of four credits in Reality Therapy courses. The data from this selected group was then analyzed and enumerated. Based on this information the researcher was able to draw conclusions regarding changes in teaching styles, which the sample of teachers reported as a result of their training in the Glasser Model of Reality Therapy.

The benefits of the study were: (a) the provision of necessary research data in the field of Reality Therapy as applied to the evolution of teaching styles, and (b) the availability of such research for analysis of the effectiveness of the Reality Therapy teacher training system. Such research might be utilized to determine future development and directions for the utilization of Reality Therapy in the classroom setting.

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Chapter I

Overview of the Study

Introduction

This research study was designed to analyze and draw conclusions regarding the changes in teaching styles of a selected sample of teachers trained in the Glasser Model Reality Therapy. The sample consisted of twenty five teachers who received questionnaires regarding their perceived changes in teaching styles due to participation in the Reality Therapy Program.

The researcher's interest in this study was to provide base research on how Reality Therapy Training affects teachers, if it affects them.

The benefits of the study were: (a) for a university system offering Reality Therapy course work to have this type of research data available to them, and (b) for the Reality Therapy teacher training system to be analyzed for effectiveness.

The Problem

The researcher planned to compile data regarding the individually perceived changes in teaching styles of a selected sample of 25 teachers trained in the Glasser Model of Reality Therapy. The data to analyze, with conclusion, utilized a formal questionnaire administered

to all 25 subjects.

Statement of the problem. It was the purpose of this study to: (a) administer a questionnaire to the 25 subjects who had taken a minimum of four credits in Reality Therapy courses; (b) analyze the questionnaire to ascertain information on how the 25 subjects perceive Reality Therapy to have benefited and/or influenced their teaching style; (c) analyze the data and draw conclusions that reflected the differences or lack of differences in teacher behavior resulting from formal training in Reality Therapy; (d) formulate conclusions from the result of study which were regarded as significant by the researcher.

Importance of the study. Little has been done to actually research behavioral change on teaching; courses of study are implemented not knowing if they are effective tools. The need has existed to validate changes in teaching styles. The University of Wisconsin - La Crosse has embarked on a training program in Reality Therapy and a data base of research needed to be developed in order to have validated the effectiveness of the program. This data base would have been used to determine future development and changes in the Reality Therapy Training Program.

The study was undertaken to broaden existing knowledge in the field of Reality Therapy teacher training and to provide feedback on the successfulness of the program.

Explanation of Terms

Adopter. One who has taken up and followed a given course of action; used specifically to signify involvement in the Focus Dissemination Project (1978) of the U. S. Office of Education.

Attitude. State of mind regarding teaching within the bounds of the Glasser Model of Reality Therapy.

Behavior modification. The intentional and systematic procedures used to change or modify observable behavior through the application of principles of behavior analysis.

Classroom behavior. The manner in which teachers conducted themselves in the classroom setting.

Classroom meeting. A discussion time for a class, used either for exchange of ideas or formulation of class rules by the group, led by an individual trained in the principles of Reality Therapy.

Contract. A formal agreement between two parties, in this case the teacher and the student, as to the amount of work to be completed for a specified reward.

Control group. The scientific research the group upon which the experimental processes were not performed.

Courses. In this study the courses in the Glasser Model of Reality Therapy consisted of the following:

ELED or JSED 721: Discipline--The Glasser Model - 2 credits.

Course Description: A positive approach to discipline in which discipline and punishment are differentiated and the role of power and authority are examined as related to discipline. Emphasis is placed on ways to create an environment to encourage the growth of responsible student behavior in school and on ways to help students learn self-discipline.

ELED or JSED 720: Reducing Classroom Conflict - 2 credits.

Course Description: The development of positive relationships in the classroom with emphasis on improving communication skills.

Examination of the factors in school which depersonalize learning and force students and teachers to feel separated from each other.

Emphasis on development of technique to conduct classroom meetings.

ELED or JSED 422/622: Schools Without Failure--Reality Therapy

Theory and Practice - 2 credits. Course Description: The theory

and practice of schools without failure. Reality Therapy is examined as a process of involvement with students. The concept of the Identity Society is examined as a rationale for Schools Without Failure.

Success for individual students and teachers in the classroom is discussed, planned, and implemented. Skills of one to one communication are perfected.

Externals. Persons who believed consequences were directed by agents outside of themselves.

Failure identity. In the conceptualization of William Glasser, a student academically unprepared, lacking in motivation, and deficient in self confidence.

Identity. The distinctive character belonging to an individual.

Implementation. A putting into effect. In this study putting into effect the Glasser Model of Reality Therapy in the classroom setting.

Internals. Persons who believed they had some control over consequences in their lives.

Internal-external locus of control. The extent to which persons perceived contingency relationships between their actions and subsequent outcomes.

One to one counseling techniques. A series of methods for dealing with individuals on a one to one basis with the therapist, utilizing the basic principles of Reality Therapy.

Parent effectiveness training. A technique utilized by the "Positive Alternative to Student Suspensions" program in Pinellas County, Florida, in which parent training groups fostered open communication and problem solving between teachers and students.

Rational behavior therapy. Therapy based upon cognitive thinking and logic utilizing reward and punishment as motivational forces to

solidify behavior.

Reality Therapy Training Program. See Courses.

Reinforcement counseling. A method of dealing with individuals or groups in a manner which strengthened a desired response by use of a reward, either tangible or psychological.

Sample. A selected group of teachers; in this particular study the sample consisted of 25 teachers who had received training in the Glasser Model of Reality Therapy.

Teaching style. A manner of expression characteristic of an individual teacher.

Time out room. An area of seclusion to which a child was removed from the main area of activity.

Transactional analysis. A series of interactional units between human beings analyzed to its purest form.

Transference. A concept maintained in conventional psychiatry that patients transferred to the therapist attitudes they had held towards important people in their past life.

Values clarification. A psychological technique used to make clear the basic beliefs held by an individual.

Assumptions and Limitations

Assumptions. The investigator made the following assumptions: (a) the questionnaire was clear, understandable, and a valid instrument; (b) all respondents answered the questionnaire to the best of their abilities; (c) all participants in the study were aware that they would not be directly identified.

Limitations. The findings of this study were limited for the following reasons: (a) the results of this study applied to a limited number of respondents; (b) some of the changes in attitudes of teachers toward their students may be attributed to reasons other than the Reality Therapy training which they received.

Research Design

The instrument. The data gathering instrument used in the study was a formal questionnaire developed by the researcher and mailed to 25 teachers who had completed a minimum of four credits of course work in the Glasser Model Reality Therapy.

The questionnaire was developed with the aid and input of five other graduate students who had completed the course work in the Glasser Model Reality Therapy. The questionnaire was approved by an expert in the field of Reality Therapy.

Treatment of data. The results of the questionnaire were tabulated and computed into percentages, used to delineate the

perceived changes in teaching styles of a selected sample of 25 teachers trained in the Glasser Model of Reality Therapy.

Organization. The remaining body of the study was organized into three additional chapters. Chapter II contained a review of the literature related to the topic identified by the researcher. It examined the use of Reality Therapy in the school setting. Chapter III consisted of the writer's original research. This chapter examined the results of a questionnaire sent to 25 teachers trained in Reality Therapy. Chapter IV was composed of the conclusions based on the original research.

The questionnaire dealt with four basic aspects of the Reality Therapy Teacher Training Program:

1. The influence of Reality Therapy training upon teacher style. This point, expressed in Question 1, was the major focus of the study.

2. The usage of the three primary formats of Reality Therapy teacher training within the classroom. These three formats were: one to one counseling, the ten step discipline plan (Questions 2, 3, 5,6), and the classroom meeting (Questions 14, 15, 16, and 20).

Through the above questions the researcher attempted to measure the degree of usage and effectiveness of these three formats by the subjects surveyed.

3. The ownership of behavior by the student. In this important aspect of the Reality Therapy Teacher Training Program, the student learned to accept responsibility for his own actions. Two major techniques used to facilitate this desirable student behavior were:

the questioning technique of 'what' instead of 'why' (Questions 7, 8, 9), and involving students in the formulation of classroom rules (Questions 12 and 13).

4. The creation of a positive classroom climate for factors such as teachers becoming more nonjudgemental and facilitory in their roles and students feeling more open and closer to their teachers were explored in Questions 6, 10, 18, and 19.

Chapter II

Review of Literature

The purpose of this chapter was to review literature pertinent to the uses of Reality Therapy in the school setting. Topics considered in the review of relevant literature included the following: Basic Principles of Reality Therapy, Discipline and the Use of Reality Therapy, Classroom Management Through the Use of Classroom Meetings and One to One Counseling Techniques, and Applications of the Principles of Reality Therapy to the Modern Classroom.

Basic Principles of Reality Therapy

In the text Reality Therapy: A New Approach to Psychiatry, Glasser (1975) reported that Reality Therapy emphasized closeness as necessary to help people fulfill their basic needs. A teacher who has developed a close relationship with a problem child has given that child the first warm human involvement experienced in a long time. Through the use of Reality Therapy training, teachers developed new confidence in their ability to understand children. They learned techniques to help children fulfill their needs, techniques which required them to give of themselves and become more involved with their students. At the same time they learned the necessity of enforcing firm discipline, never in a punitive sense, but to show that they cared about their students.

Glasser carried out a study examining the differences between Conventional Therapy and Reality Therapy. The results were as follows:

1. Conventional psychiatry firmly believed that mental illness existed, that people who suffered from mental illness could be meaningfully classified, and that attempts could then be made to treat them according to their diagnostic classification.

2. Conventional psychiatry held that an essential part of treatment was probing into the patients' past lives searching for the psychological roots of their problems. Once the patients clearly understood those roots, they could use this understanding to change their attitude toward life. From this change in attitude they could then develop more effective patterns of living which would solve psychological difficulties.

3. Conventional psychiatry maintained that patients must transfer to the therapist attitudes they held toward important people in their past life. Using this concept, called transference, the therapist relived past difficulties with patients and then explained to them how they were repeating the same inadequate behavior with the therapist. Patients, through the therapist's interpretations of the transference behavior, gained insight into the past. The newly attained insights allowed them to give up old attitudes and to relate to people in a better way, solving their problems.

4. Conventional psychotherapy, even in superficial counseling, emphasized that if patients were to change they must gain under-

standing and insights into their unconscious minds. Unconscious mental conflicts were considered more important than conscious problems.

5. Accompanying the conviction that mental illness existed, Conventional Psychiatry scrupulously avoided the problem of morality, in other words deciding whether patients' behavior was right or wrong. Deviant behavior was considered a product of the mental illness. Patients would not be held morally responsible because they were considered helpless to do anything about it. Once the illness was cured through the procedures described in Points 2, 2, and 4, the patient was then able to behave according to the rules of society.

6. To have taught people to behave better was not considered an important part of therapy in conventional psychiatry. It was held that patients would have learned better behavior once they understood both the historical and unconscious sources of their problems.

Reality Therapy in both theory and practice challenged the validity of each of these basic beliefs. The way Reality Therapy differed from Conventional Therapy on each of the six points was considered briefly from the standpoint of involvement (Glasser, 1975).

1. Because the Reality Therapist did not accept the concept of mental illness patients could not become involved with the therapist as mentally ill persons who had no responsibility for their behavior.

2. Having worked in the present and toward the future the Reality Therapist did not become involved with the patient histories

because the therapist could neither change what happened to patients nor accept the fact that they were limited by their past.

3. Reality Therapists related to patients as themselves, not as transference figures.

4. The Reality Therapist did not look for unconscious conflicts or the reasons for those conflicts. A patient could not become involved with the therapist by excusing behavior on the basis of unconscious motivations.

5. The Reality Therapist emphasized the morality of behavior. The issue of right and wrong was squarely faced which solidified therapist involvement, in contrast to conventional psychiatrists who did not make the distinction between right and wrong. The conventional psychiatrist felt that the distinction between right and wrong would have been detrimental to attaining the transference relationship desired.

6. The therapist taught patients better ways to fulfill their needs. The proper involvement would not be maintained unless the patient was helped to find more satisfactory patterns of behavior. Conventional therapists did not feel that teaching better behavior was a part of therapy.

An important focus of the text The Identity Society (Glasser, 1975) promoted Reality Therapy as a way to gain and maintain a successful identity. Responsibility, a concept basic to Reality Therapy, was defined as the ability to have fulfilled one's needs, and to have done so in a way that did not deprive others of the ability to

fulfill their needs. Glasser addressed the issue of failure of children in school as the inability of children to gain love and worth in their relationships with their parents, peers, and teachers. Those students who were not able to fulfill their needs identified themselves as failures.

Discipline and the Use of Reality Therapy

The report of lecturer Cheryl Granade Sullivan, Classroom Management in the Social Studies Class (1979) promoted the ideas of William Glasser - a system called Reality Therapy - in which the teacher helped the children improve their behavior. Results of misbehavior were simply natural consequences to the action or lack of action involved, rather than punishment. The basic steps in Reality Therapy included the following:

1. Teachers took time throughout the class or school day to reinforce their involvement with students.
2. Present behaviors were emphasized. Teachers dealt with behaviors, not feelings, and with the present instead of the past. They avoided any references to past behaviors. This was important and difficult, especially with the student who had repeatedly misbehaved. However, each incident had to be dealt with singly, as if no previous problems had occurred.
3. Value judgement was stressed. Students were asked to evaluate their own behavior. Emphasis was placed on whether or not the current behavior was helping the student.

4. A plan was developed with the student to generate alternatives to the current situation. The plan was simple in nature, and success oriented.

5. A commitment was made to the plan. Both teacher and student were responsible for the plan. The commitment was made clearer and more powerful by being prepared in a written form.

6. Excuses were not acceptable. By refusing to allow the student to make excuses, the teacher conveyed an expectation of success. This did not mean that the teacher was callous toward the student who was improperly fed or clothed; nor did it mean that a teacher did not bother to know if there was sickness or a death in the family. It simply meant that the teacher encouraged students to follow through on their plans by being personally responsible. If a plan did not work, a new plan was drafted.

7. No punishment was administered. If a plan failed, and a student thereby lost privileges the student had to accept this as a consequence of prior actions. The important thing was that results flowed from the student's behavior, not from some arbitrary responses of the teacher. The student accepted the responsibility. If the teacher had punished the student, responsibility would have been transferred from the pupil to the instructor.

In the above study Sullivan discussed classroom discipline in terms of preventing and dealing with problems through the use of Reality Therapy, Behavior Modification, and changing expectations.

A report by Sussman (1976) entitled A Critical Examination of

Disciplinary Theories and Practice, focused on what was known about the development and control of human behavior that had proved relevant to school teachers. It examined and summarized several approaches to behavior management. The actual and ideal involvement of students and teachers in decision making was explored as well as the relationship between teacher attributes and classroom management. This report closely resembled the Sullivan findings in terms of preventative measures in dealing with discipline problems through approaches of behavior management and changing expectations.

In a similar study by Bailey and Kackley (1977) Reality Therapy was used in the prevention and resolution of student behavior problems. The Positive Alternative to Student Suspensions program involved schools in Pinellas County, Florida. Positive Alternatives to Student Suspensions: An Overview and Attachments consisted of workshops for staff and administrators which were aimed toward creating situations in which students and teachers could get to know and appreciate each other. Programs for students run by a psychologist and social worker were aimed at self exploration and facilitation of positive interactions through values clarification, transactional analysis, and other applied behavioral science techniques. Parent training groups fostered open communication, sharing of concern, problem solving, and values clarification. Techniques were also used from Parent Effectiveness Training, Behavior Modification, and Transactional Analysis. A 'time out room' provided a place where students could talk out personal problems before their problems

became disciplinary. This portion of the program called a 'Student's School Survival Course,' allowed students to receive positive feedback from teachers and peers. A 'Student's Home Survival Course' employed Reality Therapy, Transactional Analysis, and Rational Behavior Therapy to help students explore positive alternatives for resolving problems at home. During the two years in which the program operated, the program schools had significantly fewer student suspensions than did control schools.

The 'School Survival Course' was designed for students who had experienced frequent behavioral problems at school. School was an unhappy place for these students, who experienced feelings of frustration and inadequacy. Students with negative self perceptions came to the attention of educators when they either became active behavior problems, or withdrew into themselves. Students adopting either response pattern frequently dropped out of school psychologically and eventually dropped out statistically. These nonproductive behavior patterns were learned experiences. Note: The appendix included tables giving data on the suspension in Pinellas County, Florida in the years 1971 through 1974. These tables indicated that the proportion of student suspensions decreased in the program schools as compared to the control schools which had a markedly higher proportion of student suspensions.

From such studies as The Positive Alternatives to Student Suspensions Program; The Critical Examination of Disciplinary Theories and Practice; and Classroom Management in the Social Studies Class;

strategies have been developed, and inservice materials compiled, to help teachers understand and deal with discipline problems.

Teacher Inservice Materials in the Glasser Model of Reality Therapy

The Focus Training Manual: A Focus Dissemination Project (Office of Education, Washington, D.C., 1978) was designed for school staff members to be used as a resource aid following participation in school inservice workshops. The third section of the manual introduced various human relation skills such as Reality Therapy, Behavior Modification, and Transactional Analysis, and discussed their applications to discipline, crisis intervention, and dealing with unacceptable behavior. In the section of the manual entitled, "What We Have Learned as Adopters," student, teacher, and parent involvement in the learning process were discussed. All teachers were involved in an ongoing and dynamic learning process. This was especially true of those involved in alternative education. Each year and each situation was unique and left the teacher with an increased awareness of self, others, and the role of the educator in today's society. Dealing with disaffected youth gave the teacher an understanding of the pressures on students and a profound respect for those students striving for real personal growth.

The following lists included some of the things that the teachers who had participated in the workshops felt that they had learned:

What we have learned about students:

1. Adolescents needed the security provided by firm structure.
2. Students responded positively to a genuinely caring person.
3. Students should be held accountable for their behavior.
4. Students respected honesty.
5. Students lived up to expectations set for them regardless of whether those expectations were negative or positive.
6. Peer pressure was the single most powerful influence on student behavior.
7. If learning was to take place, students had to be comfortable in their environment.

What we have learned about parents:

1. Without active parent support, an alternative program would not succeed.
2. Parents should be involved in the positive aspects of their child's school life, not just the negative.
3. Many parents wanted and needed help in dealing with their children.
4. Parents respected honesty and straight communication about their children.

The Effect of Inservice Training in Glasser's Techniques of Classroom Meetings and Reality Therapy on Teachers and Student Behavior (Welch, 1979) was a study done on the influence of Glasser's techniques of Reality Therapy and Classroom Meetings on teacher and student behaviors. This research also delved into the effects of inservice training. The two major reasons for this research were the following:

(a) to examine the influence that training in Glasser's techniques of Reality Therapy and Classroom Meetings had on teacher and student behaviors, and (b) to investigate the relationship between teacher affective behaviors and students behaviors, on task behaviors, absences, and disciplinary referrals. Eight elementary school teachers received training in Glasser's techniques while eight comparison teachers acted as the control group. After a six week training period the classrooms of the participants were observed for positive, neutral, and negative factors on verbal, physical, and facial behaviors. Students were observed for work behavior in the classroom. Absences and referrals to the principal were obtained for the three weeks preceding and following the training. Results indicated little significant difference between the affective behaviors of teachers on student behavior in the classrooms of those teachers who had received the training and those who had not.

The following section of the paper discussed the classroom meeting at greater length along with studies which seemed to indicate the positive effects of classroom management through the use of the classroom meeting model.

Classroom Management Through the Use of Classroom Meetings From Here to Internality: A Function of Learning Groups in the Community College Classroom, presented a two part learning module designed to acquaint community college instructors with the use of group Reality Therapy and learning contracts in the promotion of self awareness and self determination among 'high risk' students (Mink, 1979).

In the Journal for Specialists in Group Work Bassin (1978) wrote an article entitled 'Reality Therapy in the Classroom.' This article provided an introduction to the practice of Reality Therapy in the classroom. Bassin discussed the classroom meeting, as well as one to one counseling strategies, including contracts, plans, and follow up methodology. Both studies, Mink (1979) and Bassin (1978), presented instructors with clear guidelines to the use and promotion of Reality Therapy in the classroom for use with high risk behaviorally difficult students.

In a report by Mink (1975) entitled A Composite Counseling Strategy for Developing Internal Locus of Control Orientations and Success Expectancy, internal-external locus of control was defined as the extent to which persons perceived contingency relationships between their actions and subsequent outcome. Those who believed they had some control over payoffs in their lives were called internals. Externals, on the other hand, believed consequences were directed by agents outside of themselves. In 1968 pilot studies in group process were conducted on the campus of Pennsylvania State University. These studies were not traditional experiments but utilized clinical observations and quasi-experimental designs, using experimental groups as their own control. The subjects were college students, professors, and administrators from a large state university who attended a three day group weekend. In all there were 127 participants divided into nine T-Groups. The counselors synthesized and applied Rogerian Relationship Variables, Reinforcement

Counseling, Traditional Group Work, and Reality Therapy. Results indicated significant shifts in the direction of internality on the part of the participants, with females registering the least amount of change.

Applications of the Principles of Reality Therapy to the Modern Classroom

Reality Therapy and Personalized Instruction: A Success Story (Mink & Watts, 1973) discussed a nationwide ongoing argument among community college educators and other persons in the helping professions. The argument centered around whether or not academic failure could be attributed to individuals or system deficiency. Rarely would an academic program be designed around the assumption that both arguments had validity. However such was the case in the Advancement Studies Program at Southeastern Community College in Whiteville, North Carolina. In September of 1972, the Advancement Studies Program began its fourth year of operation. This was a developmental studies program that offered freshman courses in English, Biology, and Psychology to approximately 75 students.

The Advanced Studies Program used the following as its underlying principles of operation:

1. The student was placed at the center of the learning process by increasing learning activity options, and providing opportunities for students to have designed portions of the curriculum.
2. The program recognized and responded to individual differences

in skills, values, and learning styles through a flexible curriculum which permitted learning at different rates and in different ways.

3. Teachers related to students with openness and respect, and provided a supportive climate for learning.

4. Students were given positive reinforcement, and opportunities for success experiences.

5. Curriculum was provided which would be experiential and process oriented.

6. An interdisciplinary approach was taken towards the teaching-learning process.

7. The program made the community an extension of the classroom.

In implementation of their operating principles, the Advanced Studies Program chose to use those instructional techniques suggested as appropriate to the student for whom developmental programs were designed. Students were allowed to progress at their own rate of learning. Each course with the Advancement Studies Program had behaviorally stated objectives. Learning activities were individualized, and instructional methods included the use of self instructional packages, programmed materials, and various audio tutorial methods. Finally, student feedback was elicited at appropriate times.

A further aspect of the program was the formulation of a counseling component (Roueché, 1973). The assumptions underlying the Advancement Studies Program's counseling component and the way in which it was operationalized were new to community college developmental

programs. The student typically served by developmental program had been characterized as one who was academically unprepared, lacking in motivation, and deficient in self confidence (Gordon & Wilkerson, 1966; Roueche, 1973; Cross, 1972). Another way of characterizing this type of student fits the conceptualization of 'failure identity' described by William Glasser (1972). A further conceptualization of 'failure identity' espoused by Julian Rotter (1966) refers to the extent to which persons perceive contingency relationships between their actions and their outcomes. Those who believed that they did have some control over their destinies were called 'internals.' 'Externals,' on the other hand, believed that outcomes were directed by agents or factors extrinsic to themselves.

Some of Rotter's research on the locus of control variable suggested that the personality correlates of externally oriented people appeared similar to those mentioned frequently in describing disadvantaged students (Mink, 1971).

The Advancement Studies Programs made the assumption that the counseling strategy used in working with students would produce shifts in achievements. This assumption was supported by several studies which showed that academic achievement went hand in hand with internality (Coleman, et al., 1966; McHee & Crandall, 1968; Lessing, 1969; Nowicki & Roundtree, 1971).

The counseling strategies described by Dua (1970, Masters (1970, Reimanis and Schaeffer (1970, Majumdei, et al. (1973), and Williams (1970) all mentioned processes of proven value in working with

external belief statements while the other six items were fillers and not scored.

Originally, students with scores of ten or above were considered to be externally oriented and subsequently enrolled in the Advanced Placement Studies. Likewise, those who scored below ten were considered to be internally oriented. Statistically, however, a student is not considered to be highly externally motivated unless their score is 13 or above. The 77 students were given the scale again at the end of the first quarter and at the end of the third quarter which completed the academic year.

Results

Locus of control and grade point average. A person's correlation was computed to measure the correlation between a student's locus of control score and grade point average over a similar time period. The correlation was $-.287$ indicating that as externality increased the grade point average decreased. This correlation was significant at the $p = .02$ level.

A similar study, Schools Without Failure, (Glasser, 1969), dealt with the teaching process based upon the author's experiences and studies in a variety of school situations. The concern here was not so much with subject matter as with people. Glasser suggested that our typical schools were designed for failure and that those who succeeded were usually those who could respond in ways prescribed by the teacher. Those who failed usually resented school, continued to

have poor self images, and too often became serious problems for the school and for society.

Glasser offered educators a way to bring relevance into the classroom. Problem solving, peer group control of behavior, and development of positive attitudes and understanding towards people of all races and socioeconomic levels were basic to Glasser's concept. Positive approaches by teachers, open ended class discussions with no 'right' answers, and a greater opportunity for decision making by students created a stimulating environment for all. The self image of the unsure was enhanced through participation and feelings of success. Glasser's proposals for change did not replace subject matter but provided the opportunity for relevant use of subject matter as a vehicle for learning. Glasser stated, however, that regardless of the reasons for failure, any recommendations for change must fall within the existing framework of the schools.

Chapter Summary

In this chapter the researcher presented a review of pertinent literature in the field of Reality Therapy dealing with the following five topics: Basic Principles of Reality Therapy, Discipline and the Use of Reality Therapy, Teacher Inservice Materials in the Glasser Model of Reality Therapy, Classroom Management Through the Use of Classroom Meetings and One to One Counseling Techniques, and Applications of the Principles of Reality Therapy to the Modern Classroom.

This review of literature indicated a growing number of schools were using Reality Therapy in the classroom setting to encourage the individual and social responsibility of students. In an era of increasing student failure and drop out, this trend was seen as an encouraging attempt to deal realistically with the educational problems of today through increased openness and communication between teacher and student.

Chapter III

Design of the Study

A questionnaire was used to identify the perceived changes in teaching styles due to participation in the Reality Therapy program at the University of Wisconsin - La Crosse. This questionnaire was developed with the assistance of five other graduate students and was approved by an expert in the field.

The Questionnaire

The data gathering instrument used in the study was a formal questionnaire developed by the researcher and mailed to 25 teachers who had completed a minimum of four credits of course work in the Glasser Model Reality Therapy. The 20 question questionnaire covered the following four basic areas of Reality Therapy: (a) the influence of Reality Therapy training upon teaching styles, (b) the usage of the three primary formats of Reality Therapy teacher training within the classroom, (c) the ownership of behavior by the student, and (d) the creation of a positive classroom climate for learning.

The questionnaire was completed by 25 teachers who had been trained by completing at least four credits of Reality Therapy courses offered by the University of Wisconsin - La Crosse. This

data was then computed, and percentages of responses to each question were compiled. An explanatory cover letter (Appendix A) accompanied each questionnaire. The questionnaires were completed in June 1981.

The questionnaire utilized in this study, together with the tabulation of the responses to it were summarized below.

Questionnaire

1. Has your Reality Therapy Training influenced your teaching style?
 - (1) 92 percent - Yes
 - (2) 8 percent - No
2. Have you incorporated the Glasser discipline model in your classroom?
 - (1) 76 percent - Yes
 - (2) 26 percent - No
 - (3) 8 percent - No Response
3. If you have used the Glasser discipline model, how has it affected the classroom environment? 80 percent of the group sampled responded to this open ended question. The comments given for question three by the respondents were discussed later in the chapter.
4. Rank the following formats in order of most frequent use.

___ One to One Counseling	___ Ten Step Discipline Plan
___ Classroom Meeting	

The following formats were rated number one in these percentages:

- One to One Counseling - 64 percent
- Ten Step Discipline Plan - 12 percent
- Classroom Meeting - 24 percent

The following formats were rated number two:

- One to One Counseling - 24 percent

Ten Step Discipline Plan - 16 percent

Classroom Meeting - 44 percent

The following formats were rated number three:

One to One Counseling - 16 percent

Ten Step Discipline Plan - 56 percent

Classroom Meeting - 12 percent

Percentage of persons who only rated one format - 16 percent

5. Has your knowledge of Reality Therapy been useful in discipline situations? How frequently do you implement these skills?

(1) Seldom - 4 percent	(3) Often - 40 percent
(2) Sometimes - 52 percent	(4) No Response - 4 percent

6. Do you feel you have become more nonjudgemental in your encounters with discipline situations?

(1) 76 percent - Yes	(3) 8 percent - No Response
(2) 16 percent - No	

7. Do you find yourself in discipline situations asking different types of questions than before you had the course in Reality Therapy?

(1) 84 percent - Yes	(3) 12 percent - No Response
(2) 4 percent - No	

8. When encountering a discipline situation do you find yourself asking "What are you doing?" instead of "Why are you doing that?"

(1) 96 percent - Yes	(3) 4 percent - No Response
(2) 0 percent - No	

9. Are you requiring your students to take ownership of their behavior thru the questioning sequence?

(1) 96 percent - Yes (3) 4 percent - No Response

(2) 0 percent - No

10. Do you perceive your role to have become more facilitory in nature?

Again, 80 percent of the group sampled responded to the question.

The comments given for question number 10 by the respondents were discussed later in the chapter.

11. If you have done one to one counseling, how would you rate the effectiveness of this approach?

(1) 76 percent - Very effective

(2) 20 percent - Moderately effective

(3) 0 percent - Ineffective

(4) 4 percent - No Response

12. Do the students have input into the management of the class as well as the evaluation of their progress?

(1) 80 percent - Yes (3) 8 percent - No Response

(2) 12 percent - No

13. Was the class involved in the formulation of rules by which they must now abide?

(1) 84 percent - Yes (3) 12 percent - No Response

(2) 4 percent - No

14. Prior to your Reality Therapy Training did you conduct classroom meetings?

(1) 36 percent - Yes (3) 4 percent - No Response

(2) 60 percent - No

15. As a result of your training and with use of the model, have you found your classroom meetings to be more effective?
- (1) 84 percent - Yes (3) 4 percent - No Response
(2) 12 percent - No
16. How often do you have classroom meetings? ___ Less than once a week, ___ Once a week, ___ 2-3 times a week, ___ 3-4 times a week, ___ more than 4 times a week
- Less than once a week - 48 percent
2-3 times a week - 16 percent
3-4 times a week - 4 percent
More than 4 times a week - 4 percent
No Response - 8 percent
17. Do you use the techniques of clarifying or restating in either group or individual meetings?
- (1) 96 percent - Yes (3) 4 percent - No Response
(2) 0 percent - No
18. Do you perceive a feeling among your students that they can be open in their responses during group discussion?
- (1) 88 percent - Yes (3) 8 percent - No Response
(2) 4 percent - No
19. Do you have a closer relationship to your students through the use of the classroom meetings?
- (1) 88 percent - Yes (3) 12 percent - No Response
(2) 8 percent - No

20. Has group discussion become a more viable tool in your teaching?
- (1) 80 percent - Yes (3) 12 percent - No Response
- (2) 8 percent - No

Researcher's Analysis of Questionnaire Results

Question one - Has your Reality Therapy Training influenced your teaching style? The 92 percent affirmative response indicated the strong influence of Reality Therapy Training upon teaching style. This key question clearly indicated a correlation between Reality Therapy and changes in teaching style.

Question two - Have you incorporated the Glasser discipline model in your classroom? Seventy six of the respondents said that they had incorporated the Glasser Ten Step Discipline Model into their classroom as opposed to 26 percent who had not. In the researcher's opinion a majority of the surveyed population favored this particular type of Reality Therapy Training, perhaps due to its ready applicability to the classroom setting. Although the Ten Step Discipline Model was not the most frequently used format, it was commented upon very favorably by those who had used it frequently. One teacher commented that the Ten Step Discipline Model had worked very effectively in controlling individual discipline problems in the classroom setting.

Question three - If you have used the Glasser Discipline Model, how has it affected the classroom environment? Eighty percent of the group sampled responded to this open ended question. Some of the

major comments were: (a) Students felt more responsible for their own behavior. They considered themselves more a part of the classroom by helping to set up rules and solving problems that came up. (b) The Glasser Discipline Model was very effective in that children knew the rules, and the consequences, of their actions, creating a very accepting environment. (c) With use of Glasser Reality Therapy, better teacher student communication was developed with a more relaxed, trusting, and open atmosphere as a result. (d) Through the use of the Glasser Discipline Model and questioning sequence, the student made less evasive responses to disciplinary situations thus the root of the discipline problem was dealt with immediately. (e) With the use of the Glasser Discipline Model, the emotionalism was taken out of discipline, and classroom control was better as a result.

Question four - Rank the following formats in order of most frequent use. One to one counseling___, Ten Step Discipline Plan___, Classroom Meeting___. One to one counseling received a 64 percent rating of most frequent use. The use of the Classroom Meeting format followed with a 24 percent rating of usage. The least frequently used format was the Ten Step Discipline Plan which 12 percent of the population responded they used most frequently.

One to one counseling may have been the most easily adaptable format to the classroom setting for it is based on listening and re-phrasing techniques with which most teachers are relatively familiar.

Question five - Has your knowledge of Reality Therapy been useful

discipline situations? How frequently do you implement these skills? Fifty two percent of the population rated the usefulness of their knowledge of Reality Therapy to discipline situations as sometimes helpful. Forty percent rated their knowledge of Reality Therapy as often useful in discipline situations. Four percent of the population surveyed rated their knowledge of Reality Therapy to be seldom useful in discipline situations. Four percent of the population did not answer this question. A combined population of 92 percent of the persons surveyed found Reality Therapy to be useful in discipline situations. In the researcher's opinion Reality Therapy, especially the Ten Step Discipline Plan gives the teacher a resource to draw upon, a tool to work with when discipline situations arise.

Question six - Do you feel you have become more nonjudgemental in your encounters with discipline situations? Seventy six percent of the population responded that they felt they had become more non-judgemental in encounters with discipline situations as opposed to 16 percent who stated they had not. Comments on the question were interesting, ranging from "I don't feel I was highly judgemental before training.", to one who summarized the situation "I'm less of a grouch!"

Question seven - Do you find yourself in discipline situations asking different types of questions than before you had the courses in Reality Therapy? Eighty four percent of the people surveyed stated that they found themselves asking different types of questions

than before they had taken Reality Therapy courses. Four percent of the population said that they did not find themselves to be asking different types of questions than they were previous to their courses in Reality Therapy. Twelve percent of the population did not respond to the questions. Some of the responses to this question indicated that some people found it difficult to implement their knowledge of the questioning sequence into the classroom setting. It was commented that they knew what types of questions they should have asked, but they became frustrated in the discipline situation and were unable to make the appropriate responses.

Question eight - When encountering a discipline situation do you find yourself asking "What are you doing?" instead of "Why are you doing that?" Ninety six percent of the population answered that they had found themselves asking the question "What are you doing?" and avoiding the question "Why?". Why tended to produce excuse behavior; where "What are you doing" came to the root of the problem.

Question nine - Are you requiring your students to take ownership of their behavior through the questioning sequence? Ninety six percent of the population surveyed stated that they were requiring their students to take ownership of their behavior through the questioning sequence. In the researcher's opinion the questioning sequence tends to lead the student to acceptance and ownership of behavior by having left no room for excuses.

Question ten - Do you perceive your role to have become more facilitory in nature? Explain. The response to this question was an overwhelming yes. Some of the comments and explanations were: "I don't always decide on the best course of action for children, I do it with them." "I feel in every discipline situation I put the responsibility of the behavior upon the student." "I simple help them to understand and accept the consequences of their behavior." "I am no longer telling, I am helping kids to understand their situations and be responsible for them." "I am still concerned and do care, but the child owns the problem." "I'll do all I can to guide the child to deal with their problem." In the researcher's opinion it appeared that a pleasant relief was experienced by teachers by not being responsible for someone else's behavior. According to the tenents of Reality Therapy Theory, teachers perceived that the responsibility of the behavior was placed where it belonged, on the originator of the behavior.

Question eleven - If you have done one to one counseling how would you rate the effectiveness of this approach? Seventy six percent of the surveyed population rated one to one counseling as a "very effective" tool in the school setting. One to one counseling is an individual approach which many teachers seem to feel more comfortable with as opposed to a classroom meeting approach to solving problems.

Question twelve - Do the students have input into the management of the class as well as the evaluation of their progress? Eighty

percent of the teachers surveyed said that students were given the opportunity to have input into their classroom environment where as twelve percent of the population felt that they were not able to give students much input into their classroom environment. Eight percent of the teachers surveyed did not respond to the question. As per the principles of Reality Therapy, management or control of one's environment, at least to some extent, is necessary for one's satisfaction with that environment. If a student is given input into the rules by which he or she must abide, they are often less resentful of those rules if they have helped to establish them. Some teachers felt that they were not able to give students input into the management of the class as well as the evaluation of their progress due to a lack of responsibility on the students part.

Question thirteen - Was the class involved in the formulation of rules by which they must now abide? Eighty four percent of the population said that the class did have input into the rules they were to follow. A number of respondents stated that the students were more likely to accept the consequences of their behavior when they were personally involved in formulating the rules.

Question fourteen - Prior to your Reality Therapy Training did you conduct classroom meetings? Sixty percent of the population said that they had not conducted classroom meetings prior to their training in group management techniques. Thirty six percent of the surveyed group indicated that they had conducted classroom meetings

in the past. Four percent of the population did not answer this question. Some of the comments on the question were: "I felt that my meetings improved as the year went on." "Classroom meetings seem to have improved my relationship with students." Teachers seemed to feel that practice and skills were necessary components of the classroom meeting.

Question fifteen - As a result of your training and with use of the model, have you found your classroom meetings to be more effective? Eighty four percent of the population stated that their classroom meetings had become more effective with use of the Glasser format of classroom meetings. Only 12 percent of the population did not feel that their classroom meetings had become more effective. In the researcher's opinion the Glasser Model of classroom meetings has proved to be very effective in this study. It is also the opinion of the researcher that classroom meetings tended to be more effective when a particular format was followed.

Question sixteen - How often do you have classroom meetings? The study indicated that forty eight percent of the population held classroom meetings less than once a week, while 20 percent of the surveyed teachers held classroom meetings once a week. Sixteen percent of the population of the surveyed group conducted classroom meetings from two to three times per week, while four percent of the population conducted classroom meetings three to four times a week; four percent of the population conducted classroom meetings more than

four times a week; eight percent of the population did not answer the question.

William Glasser (1969) wrote,

I believe that meetings should be held daily and at a regular scheduled time. Once a week is the minimum frequency; meeting less often than that does not provide enough continuity in the discussions. Thus one to five meetings a week are the minimum necessary for the program to be effective. (p. 98)

Some of the comments given in response to the question, "How often do you have classroom meetings?" were: "The children remind me if I don't plan a meeting at least once a week!" "My goal for fall is to increase the number of classroom meetings from once a week to two to three times per week." The researcher also noted that many teachers found it difficult to conduct classroom meetings as often as they would have liked to, due to scheduling conflicts.

Question seventeen - Do you use the techniques of clarifying or restating in either group or individual meetings? Ninety six percent of the population responded that they did use the techniques of clarification and restatement in group or individual meetings. Four percent did not respond to the question. It was clearly evidenced that the techniques of clarification and restatement were important and useful factors in the mechanics of individual and group therapy meetings.

Question eighteen - Do you perceive a feeling among your students that they can be open in their response during group discussion?

Eighty eight of the teachers responded that they did perceive their students could be more open in their responses during group discussion. Eight percent of the population did not perceive their students to have been open in their responses during group discussion. Four percent of the population did not respond to the question. It may have been difficult for some students to have felt comfortable with open expression in the classroom environment.

Question nineteen - Do you have a closer relationship to your students through the use of classroom meetings? Eighty eight percent of the population surveyed felt that they had developed a closer relationship with their students through use of the classroom meeting. The classroom meeting seemed to be a method of sharing one's opinions and ideas with the group. Teachers were able to share a part of themselves, thus improving their relationship with students.

Question twenty - Has group discussion become a more viable tool in your teaching? Eighty percent of the population surveyed responded that group discussion had become a more viable tool in their teaching. Eight percent of the population surveyed did not feel group discussion had become a more viable tool in their teaching. Twelve percent of the population did not respond to the question.

This questionnaire showed that a majority of the respondents surveyed felt that training in the field of Reality Therapy had increased their effectiveness in the classroom. Those teachers who did not feel that training had helped them use group discussion in

the classroom were perhaps more accustomed to having dealt with issues on a one to one approach as opposed to the group approach.

Summary

The questionnaire dealt with four aspects of the Reality Therapy Training program: (a) the influence of Reality Therapy upon teaching style, (b) the usage of the three primary formats of Reality Therapy teacher training within the classroom, (c) the ownership of behavior by the student, and (d) the creation of a positive classroom climate for learning.

The high percentage of positive responses to questions on various aspects of the Reality Therapy program seemed to indicate that the majority of respondents had found the program practical in relating to students. Also the large number of unsolicited compliments on the program by teachers showed a high degree of enthusiasm for this method of increasing communication and openness in the educational setting.

Chapter IV

Summary of Findings, Conclusions, and Recommendations for Further Study

Summary of Findings

The purpose of the present chapter was to summarize the findings of this study and to make recommendations based on these findings.

The objective of this study was the provision of base research on how Reality Therapy Training affects teachers, if it affects them; and the analysis of the effectiveness of the Reality Therapy teacher training system.

The findings gathered in this study dealt with four basic aspects of the Reality Therapy teacher training program: (a) the influence of Reality Therapy training upon teacher style; (b) the usage of the three primary formats of Reality Therapy teacher training within the classroom. These three formats were: one to one counseling, the ten step discipline plan, and the classroom meeting; (c) the ownership of behavior by the student; and (d) the creation of a positive classroom climate for learning.

Question one, addressed the major focus of the study; "Has Reality Therapy training influenced your teaching style?" A 92 percent affirmative response clearly indicated the strong influence of Reality Therapy training upon teaching style. The people surveyed

displayed an active interest in Reality Therapy.

Questions 2, 3, 4, and 6 involved research regarding the ten step discipline plan. Question 11 dealt with the one to one counseling format and Questions 14, 15, 16, and 20 dealt with the classroom meeting. In the above questions the researcher attempted to measure the degree of usage and effectiveness of these three formats. The people surveyed responded positively to the benefits of Reality Therapy techniques in the classroom.

Questions 7, 8, 9, 12, and 13 dealt with the ownership of behavior by the students. The two major techniques facilitating student ownership of behavior, questioning technique, Questions 7, 8, and 9 and student involvement in the formulations of classroom rules; Questions 12 and 13 were both strongly supported by the results of the questionnaire.

The creation of a more positive classroom climate for learning was clearly indicated in teacher answers to Questions 6, 10, 18, and 19. It seemed to the researcher that the qualities of nonjudgmental and facilitory attitudes on the part of teachers, and greater openness and communication with teachers on the part of students were very much in evidence in the classroom situations surveyed.

Conclusions

The responses of the people surveyed showed that they were a group of highly motivated individuals who freely gave their responses to specific and open ended questions.

There was a consistently positive response to the use of Reality Therapy as evidenced by the high percentages in favor of the use of the Glasser Model of Reality Therapy. As evidenced by the questionnaire, in 92 percent of the population surveyed Reality Therapy had influenced teaching style in at least one way. The three basic formats of Reality Therapy training: one to one counseling, the ten step discipline plan, and the classroom meeting, appeared to have been found useful in the classroom setting.

The discipline model seemed the least implemented in the classroom. Perhaps the difficulty was mirrored in the answer of one respondent; "I still don't have the backing of the administration." Sometimes new discipline techniques tend to be looked upon with mistrust, as so many discipline tactics have failed in the past. Another problem with the use of the Glasser discipline model was, in the words of one respondent, "There are predictable responses if the question was asked 'What are you doing?' 'What did I do? I didn't do anything'." There was reluctance to break established rules and patterns on the part of teachers, students, and administration alike. The Glasser discipline model did receive some very favorable comments, however, such as, "I have used the model for particular individuals and it has helped within the classroom." Another teacher surveyed stated "The Glasser discipline model has made the classroom environment more open, more positive, and less aversive."

The one to one counseling method seemed to be the most favored and highly used format of Reality Therapy. Sixty four percent of the

population surveyed rated one to one counseling as the format they most frequently used. Due to its simplicity, one to one counseling was the most favored format. The one to one counseling techniques concerned the principle of ownership of behavior. The counselee was required to take ownership of his or her behavior through the questioning sequence.

The classroom meeting ranked second in the formats with respect to most frequent use and implementation, with a 24 percent rating. The classroom meeting required more skill to conduct effectively, therefore producing a greater tendency towards use of the one to one counseling model.

The following observations represent the opinions of the researcher based upon the data gathered in the study, as well as personal experience and observation of the field of education. Reality Therapy training seemed to address the problem of student failure and inability to deal with the school setting.

The role education itself has played caused students to fail, not only in inner city schools, but in all schools. Something has to be basically wrong with an environment which promotes failure. According to the concepts of Reality Therapy two basic kinds of failure were defined; failure to love, and failure to achieve self worth. One's basic needs have been described as the need for love and the need for self worth. Most generally students felt that their need for love would be fulfilled in the home setting rather than in the school setting. Upon closer examination however, teachers were

overwhelmed with children who desired affection, not only from teachers but from each other. The schools have been much more directly concerned with the second basic need, the need for self worth. If students were able to achieve the sense of being worthwhile beings, they were then more likely to achieve their first basic need, the need to be loved. Because students felt worthwhile, they could tolerate the rejection that might occur trying to love.

As evidenced by the comments and answers expressed in the questionnaire the majority of the sampling of teachers surveyed did feel that Reality Therapy had affected their classroom positively. Reality Therapy taught students pathways to social responsibility and self worth. Since the school was successful in teaching children self worth, it was also more successful in giving them the knowledge and tools necessary to succeed in present day society.

Among the comments relating to students taking over responsibility for their own behavior, one teacher noted, "The students felt more responsible for their own behavior and felt more a part of the classroom in helping to set up rules and solving problems that came up." Another teacher observed that, "A more relaxed, trusting, and communicative environment had developed." This attitude portrayed a greater student acceptance of self responsibility. This student acceptance of self responsibility tended to result in fewer discipline problems. Greater self responsibility, and fewer discipline problems could only result in a higher quality of learning for the students.

The character of the discipline format made teachers more non-judgemental in their encounters with discipline situations. Students were learning to own their behavior, rather than pushing it off as the teacher's responsibility to discipline them. Many people commented that the questioning sequence such as asking the question, "What are you doing?", instead of "Why are you doing that.", tended to produce greater ownership of behavior rather than excuse patterns. Many teachers perceived their roles in the classroom to have become more facilitory in nature. Teachers were no longer considered responsible for both the actions and the punishment of the students in their classrooms.

Recommendations for Further Study

Educators need a better understanding and knowledge of the uses of Reality Therapy in the classroom setting. This need could only be defined more precisely through experimental research projects.

Upon completion of the review of relevant literature, the researcher found minimal information on the use of Reality Therapy in the classroom. The three major formats of Reality Therapy for classroom use were; the Ten Step Discipline Plan, One to One Counseling, and the Classroom Meeting. To further research the uses of Reality Therapy in the classroom, these formats must be analyzed in greater depth to understand how they meet the needs of the students.

Research is needed to define what kinds of students benefit most from the application of Reality Therapy in the classroom. Students who have typically been exposed to the use of Reality Therapy in the classroom were those who have experienced "Failure Identity." The question remains: Can a student who has a strong sense of self worth, and self responsibility, benefit equally from the use of Reality Therapy, as the student who is in "Failure Identity?" A further recommended study would be the analysis of the sustained affects of Reality Therapy on student behavior. Insufficient study has been done on the long term affects of Reality Therapy. Thus, additional research emphasizing longitudinal data is needed. In the researcher's opinion further study could also be conducted which would analyze differences in teaching style, as affected by the amount of training in Reality Therapy.

Reality Therapy has been seen as an encouraging method to deal with problems found in today's school with increased openness and communication between teacher and student.

It has been said that a society must transmit its culture or perish. Since the purpose of education might be understood as the transmission of culture any method which could improve the quality of education in today's schools would seem deserving of further exploration and examination.

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Appendices

Appendix A

June 12, 1981

To Whom It May Concern:

I, Nancy Hantke, am a graduate student in the Master's of Education Professional Development Program at the University of Wisconsin - La Crosse.

The emphasis of my graduate program has been in the area of Reality Therapy. I am currently working on a research study which will complete my requirements for the Master's Seminar Paper. My Seminar Research Study is designed to analyze the effects of Reality Therapy on teaching styles.

This questionnaire is designed to analyze and draw conclusions regarding the changes in teaching styles of a selected sample of teachers trained in Reality Therapy.

Your time in filling out this questionnaire would be greatly appreciated; your responses are a vital part of my research study.

Questionnaire Instructions: Please check the responses you feel are appropriate, and comment briefly when requested.

Enclosed is a self addressed, stamped envelope in which you may mail your questionnaire; please send the questionnaire in the return mail by June 22, 1981. Again thank you for your valuable time.

Sincerely,

Nancy Hantke

Appendix B

Questionnaire

1. Has your Reality Therapy training influenced your teaching style?
Yes _____ No _____
2. Have you incorporated the Glasser discipline model in your classroom?
Yes _____ No _____
3. If you have used the Glasser discipline model how has it affected the classroom environment?
4. Rank the following formats in order of most frequent use.
_____ One to one counseling _____ Classroom meeting
_____ Ten step discipline plan
5. Has your knowledge of Reality Therapy been useful in discipline situations? How frequently do you implement these skills?
_____ Seldom _____ Sometimes _____ Often
6. Do you feel you have become more nonjudgemental in your encounters with discipline situations?
Yes _____ No _____
7. Do you find yourself in discipline situations asking different types of questions than before you had the courses in Reality Therapy?
Yes _____ No _____
8. When encountering a discipline situation do you find yourself asking "What are you doing?" instead of "Why are you doing that?"
Yes _____ No _____
9. Are you requiring your students to take ownership of their behavior through the questioning sequence?
Yes _____ No _____

10. Do you perceive your role to have become more facilitory in nature?
Explain -
11. If you have done one to one counseling how would you rate the effectiveness of this approach?
_____Very effective _____Moderately effective _____Ineffective
12. Do the students have input into the management of the class as well as the evaluation of their progress?
Yes _____ No _____
13. Was the class involved in the formulation of rules by which they must now abide?
Yes _____ No _____
14. Prior to your Reality Therapy training did you conduct classroom meetings?
Yes _____ No _____
15. As a result of your training and with use of the model, have you found your classroom meetings to be more effective?
Yes _____ No _____
16. How often do you have classroom meetings?
_____Less than once a week _____3-4 times a week
_____Once a week _____More than 4 times a week
_____2-3 times a week
17. Do you use the techniques of clarifying or restating in either group or individual meetings?
Yes _____ No _____
18. Do you perceive a feeling among your students that they can be open in their responses during group discussion?
Yes _____ No _____
19. Do you have a closer relationship to your students through the use of classroom meetings?
Yes _____ No _____
20. Has group discussion become a more viable tool in your teaching?
Yes _____ No _____

Appendix C

Suspension Data for Pinellas County 1971-73

Target Group	Year	Enrollment	Suspensions	Proportion of Suspensions per 100 Students	Proportionality Change (z - scores) from 71-72 to 72-73
High School	71-72	2,301	622	28.77	-6.07**
High School	72-73	1,945	402	20.67	-----
Comparison High School	71-72	2,945	1,766	59.97	+0.83 n.s.
Comparison High School	72-73	2,821	1,722	61.04	-----
Junior High Schools	71-72	2,186	788	35.59	.354 n.s.
Junior High Schools	72-73	2,297	855	37.22	-----
Comparison Junior High Schools	71-72	1,647	597	36.25	+9.29**
Comparison Junior High Schools	72-73	1,869	969	51.85	-----
Total System Secondary Schools Number of Suspensions	71-72	41,129	11,050	26.87	+7.02**
	72-73	41,779	12,140	29.08	-----

KEY: * = p < is less than .05
 ** = p < is less than .01
 n.s. = not significant in predicted direction

Suspension Data for Pinellas County 1971-72 and 1973-74

Target Group	Year	Enrollment	Suspensions	Proportion of Suspensions per 100 Students	Proportionality Change (Z - scores) from 71-72 to 73-74
High School	71-72	2,301	622	28.77	-5.65**
High School	73-74	2,521	547.2	21.70	-----
Comparison High School	71-72	2,945	1,766	59.95	+2.69**
Comparison High School	73-74	4,452	2,808	63.07	-----
Junior High Schools	71-72	2,186	788	35.59	-6.08**
Junior High Schools	73-74	1,841	490.8	26.66	-----
Comparison - Junior High Schools	71-72	1,647	597	36.25	+2.31**
Comparison - Junior High Schools	73-74	989	367.2	40.89	-----

KEY: * = p is less than < .05

** = p is less than < .01

n.s. = not significant in predicted direction

1. Data for 1973-74 has been adjusted by multiplying intermediate total (April 1974) by 1.2 for end of year prediction.
2. One of the comparison Junior High Schools was closed for the 1973-74 school year.