Developed by Robert E. Wubbolding, EdD
from the works of William Glasser, MD, the founder of choice theory/reality therapy

Ericksonian underlying and compatible principles (requires explanation).
1. Solution can seem to be “unrelated” to the problem
2. The problem can be the solution
3. “Seed” major interventions

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SUMMARY DESCRIPTION OF THE
“CYCLE OF COUNSELING, THERAPY, COACHING, MANAGING, SUPERVISING, & PARENTING”


Introduction:
The Cycle consists of two general concepts: Environment conducive to change and Procedures more explicitly designed to facilitate change. This chart is intended to be a brief summary. The ideas are designed to be used with employees, students, clients as well as in other human relationships.

Relationship between Environment & Procedures:
1. As indicated in the chart, the Environment is the foundation upon which the effective use of Procedures is based.
2. Though it is usually necessary to establish a safe, friendly Environment before change can occur, the “Cycle” can be entered at any point. Thus, the use of the cycle does not occur in lock step fashion.
3. Building a relationship implies establishing and maintaining a professional relationship. Methods for accomplishing this comprise some efforts on the part of the helper that are Environmental and others that are Procedural.

ENVIRONMENT:
Relationship Toxins: Therapeutic/Educational Alliance: Relationships, Goals, Strategies
A. Structure the relationship.
B. Using Attending Behaviors: Eye contact, posture, effective listening skills.
C. AB = “Always Be …” Consistent, Courteous & Calm, Determined that there is hope for improvement, Enthusiastic (Think Positively).
D. Suspend Judgment: View behaviors from a low level of perception, i.e., acceptance is crucial.
E. Do the Unexpected: Use paradoxical techniques as appropriate; Reframing and Prescribing.
F. Use Humor: Help them fulfill need for fun within reasonable boundaries.
G. Establish boundaries: the relationship is professional.
H. Share Self: Self-disclosure within limits is helpful; adapt to own personal style.
I. Listen for Metaphors: Use their figures of speech and provide other ones. Use stories.
J. Listen for Change Talk and Inner Control Talk, off hand comments. Listen between the words.
K. Listen to Themes: Listen for behaviors that have helped, value judgements, etc.
L. Summarize & Focus: Tie together what they say and focus on them rather than on “Real World.”
M. Allow or Impose Consequences: Within reason, they should be responsible for their own behavior.
N. Allow Silence: This allows them to think, as well as to take responsibility.
O. Show Empathy: Perceive as does the person being helped.
P. Be Ethical: Study Codes of Ethics and their applications, e.g., how to handle suicide threats or violent tendencies, know standard of care and relevant laws.
Q. Create anticipation and communicate hope. People should be taught that something good will happen if they are willing to work.
R. Practice lead management, e.g., democracy in determining rules.
S. Discuss quality.
T. Increase choices.
U. Discuss problems in the past tense, solutions in present or future tense.
V. Withdraw from volatile situations if helpful.
W. Talk about non-problem areas - redirect.
X. Connect with the person’s thinking and feeling.
Y. Invite solutions.
Za. Use broken record technique.
Zb. Use affirming language.
Zc. Use questions and explorations.

WDEP

Relationship Toxins: Cf. Deadly Habits: Glasser
Argue, Boss Manage, or Blame, Criticize or Coerce, Demean, Encourage Excuses, Instill Fear, or Give up easily, Hold Grudges.

Follow Up, Consult, and Continue Education:

PROcedures:

A. Explore Wants, Needs & Perceptions: Discuss picture album or quality world, i.e., set goals, fulfilled & unfulfilled pictures, needs, viewpoints and “locus of control.”
B. Share Wants & Perceptions: Tell what you want from them and how you view their situations, behaviors, wants, etc. This procedure is secondary to A above.
C. Get a Commitment: Help them solidify their desire to find more effective behaviors.

Explore Total Behavior:

Help them examine the Direction of their lives, as well as specifics of how they spend their time. Discuss core beliefs and ineffective & effective self talk. Explore two-fold purpose of behavior: to impact the outer world and to communicate a message to it.

Evaluation – The Cornerstone of Procedures:
Help them evaluate their behavioral direction, specific behaviors as well as wants, perceptions and commitments. Evaluate own behavior through follow-up, consultation and continued education.

Make Plans: Help them change direction of their lives.

Effective plans are Simple, Attainable, Measurable, Immediate, Involved, Consistent, Controlled by the planner, and Committed to. The helper is Persistent. Plans can be linear or paradoxical.

Note: The “Cycle” describes specific guidelines & skills. Effective implementation requires the artful integration of the guidelines & skills contained under Environment & Procedures in a spontaneous & natural manner geared to the personality of the helper. This requires training, practices & supervision. Also, the word “client” is used for anyone receiving help: student, employee, family member, etc.

For more information contact:
Robert E. Wubbolding, EdD, Director
Center for Reality Therapy
5490 Windridge Court
Cincinnati, Ohio 45243

C: (513) 886-2233
W & H: (513) 561-1911 • FAX (513) 561-3568

E-mail: wubsr@fuse.net • www.realitytherapywub.com

The Center for Reality Therapy provides counseling, consultation, training and supervision including applications to schools, agencies, companies and other institutions. The Center is a provider for many organizations that award continuing education units.

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