How the Brain Works

**Situation A**

**Not Now in Effective Control**

**Behavioral System**

- BASIC NEEDS
- WANTS
- ORGANIZED
- ANTI-ORGANIZED

**Frustration Signal**

(Only felt as an urge to behave)

**Comparing Place**

**Perceived World**

Everything we know

**Internal Perception**

Viewing, Comparing

**Total Knowledge Filter**

**Valuing Filter**

**Perceptual System**

**Behavioral System**

**Frustation Signal**

(Only felt as an urge to behave)

**Comparing Place**

**Quality World**

What we want the most.

**Internal Perception**

Viewing, Comparing

**Total Knowledge Filter**

**Valuing Filter**

**Perceptual System**

**Behavioral System**

**Frustation Signal**

(Only felt as an urge to behave)

**Comparing Place**

**Situation B**

Gaining More Effective Control

**Choice Theory® — Why and How We Behave**

**Behavioral System**

- BASIC NEEDS
- WANTS
- ORGANIZED
- ANTI-ORGANIZED

**Frustration Signal**

(Only felt as an urge to behave)

**Comparing Place**

**Perceived World**

Everything we know

**Internal Perception**

Viewing, Comparing

**Total Knowledge Filter**

**Valuing Filter**

**Perceptual System**

**Behavioral System**

**Frustration Signal**

(Only felt as an urge to behave)

**Comparing Place**

**Quality World**

What we want the most.

**Internal Perception**

Viewing, Comparing

**Total Knowledge Filter**

**Valuing Filter**

**Perceptual System**

**Behavioral System**

**Frustration Signal**

(Only felt as an urge to behave)

**Comparing Place**

**Real, What Actually Exists**

- PLEASURABLE Feelings/Positive Values
- PAINFUL Feelings/Negative Values
- NEUTRAL Feelings/Neutral Values

Most people who seek or are sent for counseling are shown in the top of the diagram in situation "A" which illustrates the fact that they are not now in effective control of some important aspect of their life.

The bottom of the diagram shows these people in situation "B" where they are gaining more effective control. Assuming no brain-altering drugs are in the system, how we feel is our best indicator of how effective our control is at any given time. When we feel good, we believe that we are either in or gaining effective control. When we feel bad, we believe we are not in effective control or that we are losing effective control.
There are no educational. In practice, the most. The program is geared towards helping this forcing, punishing psychology is destructive to relationships. When used in a relationship about is a requisite for satisfying all of the needs. Choice Theory is offered to replace the five basic needs – survival, love and belonging, power, freedom and fun. In practice, the most important need is love and belonging as closeness and connectedness with the people we care about is a requisite for satisfying all of the needs. Choice Theory is offered to replace external control psychology, the present psychology of almost all the people in the world. Unfortunately, this forcing, punishing psychology is destructive to relationships. When used in a relationship it will always destroy the ability of one or both to find satisfaction in that relationship and will result in people becoming disconnected from those with whom they want to be connected. Disconnectedness is the source of almost all human problems, such as what is called mental illness, drug addiction, violence, crime, school failure, spousal and child abuse, to mention a few. The 1998 book, Choice Theory: A New Psychology of Personal Freedom, is the primary text for all that is taught by The Institute.

REALITY THERAPY is the method of counseling that Dr. Glasser has been teaching since 1965. It is the art of creating a meaningful relationship, and through that relationship, helping clients make more effective choices. As discussed in Dr. Glasser’s book, Counseling with Choice Theory: The New Reality Therapy, it is now firmly based on Choice Theory, and its successful application is dependent on the counselor’s knowledge of that theory. In fact, teaching Choice Theory to counselees (whether clients or students) is now part of Reality Therapy. Since unsatisfactory or nonexistent connections with people we need are the source of almost all human problems, the goal of Reality Therapy is to help people reconnect. This reconnection almost always starts with the counselor/teacher first connecting with the individual and then using this connection as a model for how the disconnected person can begin to connect with the people he or she needs.

To create the relationship, the counselor will:

• Focus on the present and avoid discussing the past because all human problems are caused by unsatisfying present relationships.
• Avoid discussing symptoms and complaints as much as possible since these are the ways that counselees choose to deal with unsatisfying relationships.
• Understand the concept of total behavior, which means focus on what counselees can do directly - act and think. Spend less time on what they cannot do directly, that is, change their feelings and physiology. Feelings and physiology can be changed, but only if there is a change in the acting and thinking.
• Avoid criticizing, blaming and/or complaining and help counselees to do the same, thus avoiding those extremely harmful external control behaviors that destroy relationships.
• Remain non-judgmental and non-coercive, but encourage people to judge all they are doing by the Choice Theory axiom: Is what I am doing getting me closer to the people I need? If the choice of behaviors is not getting people closer, then the counselor works to help them find new behaviors that lead to a better connection.
• Teach counselees that legitimate or not, excuses stand directly in the way of their making needed connections.
• Focus on specifics. Find out as soon as possible who counselees are disconnected from and work to help them choose reconnecting behaviors. If they are completely disconnected, focus on helping them find a new connection.
• Help them make specific, workable plans to reconnect with the people they need, and then follow through on what was planned by helping them evaluate their progress. Based on their experience, counselors may suggest plans, but should not give the message that there is only one plan. A plan is always open to revision or rejection by the counselee.
• Be patient and supportive but keep focusing on the source of the problem, disconnectedness. Help them to understand, through teaching them Choice Theory, that whatever their complaint, reconnecting is the best possible solution to their problem.

BOOKS AND MATERIALS: Dr. Glasser’s books as well as other resources such as DVD’s, workbooks and other material to teach the chart, are available for purchase through the Web site, wglasser.com.