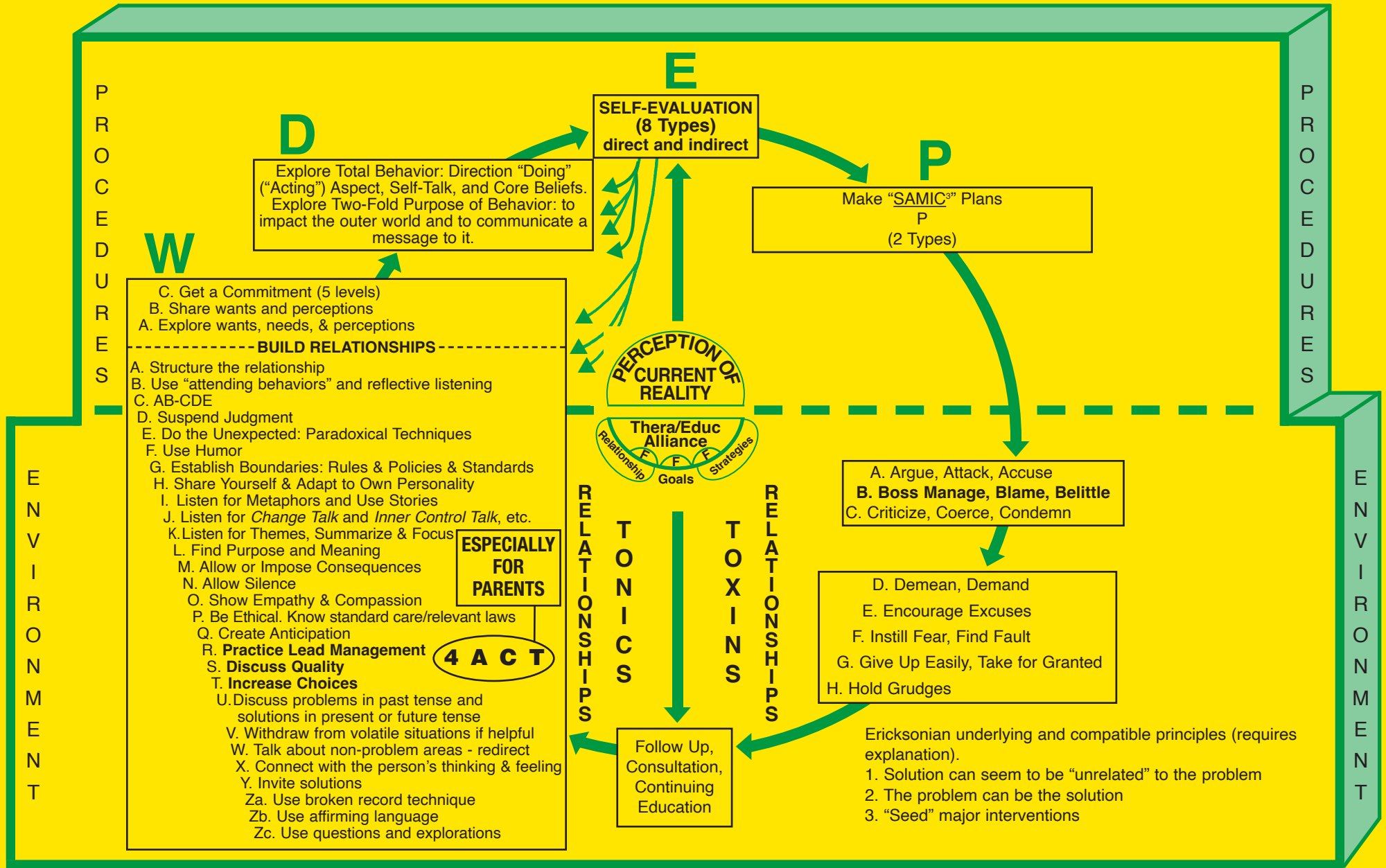


CYCLE OF COUNSELING, THERAPY, COACHING, MANAGING, SUPERVISING, & PARENTING



SUMMARY DESCRIPTION OF THE

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

The Cycle is explained in detail in books by Robert E. Wubbolding: Reality Therapy for the 21st Century, 2000
Counselling with Reality Therapy, 2nd Edition, Speechmark Publishing, London, England, 2015 *Reality Therapy* in APA's *Theories of Psychotherapy Series*, 2011, *Reality Therapy and Self-Evaluation: The Key to Client Change* ACA 2017

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 Tonics: Therapeutic/Educational Alliance: Relationships, Goals, Strategies **Cf. Caring Habits: Glasser**

- 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.
 - Affirm feelings
 - Accept
- 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.
 - Conversation consequences (WDEP)
 - Time together
- H. Share Self: Self-disclosure within limits is helpful; adapt to own personal style.

4 A C T

- 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 for Themes, Summarize & Focus.
- L. **Find Purpose & Meaning**
 - 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.

Relationship Tonics: Cf. Deadly Habits: Glasser

Argue, **Boss Manage**, or Blame, Criticize or Coerce, Demean, Encourage Excuses, Instill Fear, or Give up easily, Hold Grudges.

Rather, stress what they **can** control, accept them as they are, and keep the confidence that they can develop more effective behaviors. Also, continue to use “WDEP” system without giving up.

Follow Up, Consult, and Continue Education:

Determine a way for them to report back, talk to another professional person when necessary, and maintain ongoing program of professional growth.

PROCEDURES:

- A. Build Relationships:
 - A. Explore **Wants, Needs & Perceptions:** Discuss picture album or quality world, i.e., set goals, fulfilled & unfulfilled pictures, needs, viewpoints and “focus 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.

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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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