Setting Learning Goals

While Reality Therapy is a process that is artfully used to help people improve their lives through being able to build and maintain effective relationships, it is sometimes useful to break the process down analytically into a number of discrete elements or skills.

Role Play is a teaching tool and depends on skill building. The effective Reality Therapy practitioner is the person who can weave together these skills at the most powerful times in the therapeutic interaction, to lead the client to more competent and responsible living. It is important when practising role play that the participants learn to set simple goals and to work with the client to find ways to practise and thus improve the skill in the role play.

Consider asking yourself some of the questions below when setting learning goals.

1. What are the strategies I use to get involved and build relationships with the client?
2. How do I negotiate my role and set the boundaries of Lead Management?
3. How do I negotiate the task to be done ("Let's look at/Let's see if you can").
4. How do I help the client develop their Quality World pictures?
5. How do I move the client from the "don't wants" to the "wants"?
6. How do I help the client to prioritise current wants?
7. Do I determine and focus on specific present Total Behaviours?
8. How do I help the client tie components of behaviour to Total Behaviour choices?
9. Do I support the client in searching out past strengths?
10. Do I use "what else" for expanding wants, behaviours or plans?
11. Do I sum up wants/behaviours/plans to enhance progress?
12. How do I question for present competencies?
13. Do I help clients focus on thinking/acting to help them steer differently?
14. Do I link present behaviours with probably consequences?
15. Do I link wants to present behaviours, or to evaluations?
16. How well do I ask evaluation questions?
17. What strategies do I use to help clients evaluate their current directions?
18. Do I take opportunities to teach the client Choice Theory?
19. Do I check out intuitions regarding wants/behaviours/evaluations?
20. Am I linking evaluations to planning ("Are you willing…?")
21. Do I get specifics in planning (who, what, where, when, how)?
22. What are the ways I ask for a commitment?
23. Do I ask "What if's?" to enhance the planning for success?
24. Do I accept excuses but recycle them to wants or plans or commitments?
25. Do I keep my own beliefs and values out of the session?
26. Do I maintain a non-coercive, non-judgemental and non-punitive follow up?
27. Do I persevere when the client is ready to give up?