

**Chapter Key People**

**CHAPTER 12**

*Groups in Schools*

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## Chapter Key Terms

### CHAPTER 12

#### *Groups in Schools*

Activity-oriented group counseling  
Classroom guidance  
Student assistance program counselors  
Community health liaisons  
Remedial groups  
Supportive groups  
Psychoeducational groups  
Preventive groups  
Open group  
Closed group  
Time-on-task  
Block scheduling  
Transference/transference of skills  
In-school referral  
Ethical Standards for School Counselors  
Solution-focused brief counseling (SFBC)  
Interim grading report  
Booster Group  
The Resilience Group  
Reality Therapy/Choice Theory  
Resilience  
Icebreaker  
Future Lifeline

## **Chapter Summaries**

### **CHAPTER 12**

#### ***Groups in Schools***

While school counselors are the primary agents of group counseling, other school personnel may lead or colead groups in schools. Many types of group in schools address the needs of students. Groups in schools may focus on academic, personal/social, or career issues and may be remedial, supportive, or psychoeducational in terms of group format.

Although common issues exist across school levels, group counseling is different from elementary to middle to high school. Considerations such as the developmental level of students and the impact of family situations will change between and within levels. Strategies and suggestions for addressing these changes are offered. This chapter discussed the types of group work in schools at each level. Advantages as well as challenges in group work with students in schools are identified, and the research related to the efficacy of group counseling in schools was reviewed.

Ethical and cultural considerations were also presented. Ethical considerations included consideration for state and local school board policy. Consent for services and rules of confidentiality may vary among school settings. Group leaders in school settings must be well versed in the ethical and legal requirements of working with youth in schools in order to make informed decisions. Cultural considerations for group work in schools is similar to those in agency or mental health group work, although group work regarding cultural and diversity issues may occur more naturally in schools since the population is readily available and required to interact on a daily basis. As concerns or

issues around diversity emerge, group work is a viable option for working with youth in schools.

Finally, two examples of groups were provided—one for elementary and one for secondary—and sample activities as well as guidelines for planning and conducting the groups were shared. Group sessions were considered by stage and samples of themes and activities were given, although others could be added at each stage. Examples were offered to illustrate the variety of topics that may be addressed in group work in school settings along with the format in which group work may be conducted in schools. The possibilities for group intervention and group work in schools are endless, and the significance of group counseling in schools is supported by research that is included throughout the chapter.

## Chapter URLs

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Games for groups—teambuilding and therapeutic games

[www.gamesforgroups.com](http://www.gamesforgroups.com)

Youthlight—counseling and other educational material

[www.youthlight.com](http://www.youthlight.com)

Childsworks—articles and materials for working with childrens needs

[www.childswork.com](http://www.childswork.com)

American Group Psychotherapy Association (AGPA)

<http://www.groupsinc.org/>

Association for Specialists in Group Work (ASGW)

[www.asgw.org](http://www.asgw.org)

Association for Specialists in Group Work *Professional Training Standards*

[www.asgw.org/training\\_standards.htm](http://www.asgw.org/training_standards.htm)

Association for Specialist in Group Work *Best Practices Guidelines*

[www.asgw.org/PDF/best\\_Practices.pdf](http://www.asgw.org/PDF/best_Practices.pdf)

Association for Specialist in Group Work *Principles for Diversity Competent Group Workers*

[www.asgw.org/diversity.htm](http://www.asgw.org/diversity.htm)

American Group Psychotherapy Association & The National Registry of Certified Group Psychotherapists

[www.groupsinc.org/group/ethicalguide.html](http://www.groupsinc.org/group/ethicalguide.html)

American School Counselor Association (ASCA)

<http://www.schoolcounselor.org>

Activity-based Group Counseling

<http://www.tamu-commerce.edu/counseling/Dramstrongcourses/551/ActivityBasedGroupCounseling.pdf>

## Test Your Knowledge

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#### *Groups in Schools*

1. T F Because of confidentiality issues, group work in schools should not include providing groups for parents and teachers.
2. T F After surveying 80 school counselors, Burnham and Jackson (2000) found that 90% of those counselors conducted small-group counseling; further, the counselors who conducted small-group counseling spent 10%–23% of their entire counseling time conducting small groups.
3. T F One thing that differentiates school counseling from other types of counseling is that counselors in school have the dual obligation to the participant, first as a person but also as a student.
4. T F Remedial groups focus on improving specific skills.
5. T F Open groups are often conducted during “free times” so that students have the freedom to come if they choose.
6. T F According to the chapter a study skills group is more likely to happen in an elementary setting than in a high school setting.
7. T F Block scheduling in elementary schools and the emphasis on time-on-task are barriers to providing group counseling services.
8. T F To handle block scheduling problems, one strategy that school counselors often try is to alter the block or period that students miss each week.
9. T F Drop-in small groups in high school are not encouraged by the authors.
10. T F As students move into high school, a decision-making process moves to the forefront.
11. T F School counselors must transcend the policies of the school district for small group counseling on volatile issues because they are usually too limited in vision.
12. T F Efficacy studies of group counseling with elementary, junior high, and senior high school students have been positive.

13. T F A challenge to group counseling is that many students feel ostracized by participating in groups.
14. T F Professional school counselors have different expectations than other counselors around confidentiality because of the open nature of the school environment (e.g., they may need to share confidential information with a teacher).
15. T F One of the advantages of group work in schools is the increased likelihood of behavior change due to peer influence.
16. T F Parental consent for a minor child to participate in counseling services is an integral part of the group process for two reasons: (1) parents must know when their children are being taken out of class, and (2) when parents consent to group participation, it is reasonable for the group leader to involve parents in the goals that the individual is working on in the group.
17. T F According to the chapter, schools are ethically obligated to keep a record of the students' participation in group.
18. T F Research supports the claim that short-term, action-oriented approaches do not fit well the school setting.
19. T F Research advocates for homogeneous groups of students from similar cultural backgrounds
20. T F At the elementary level, group membership should include up to six participants, with no more than one grade level difference between members.

#### Chapter 12 Answers

1 F, 2 T, 3 T, 4 T, 5 T, 6 F, 7 F, 8 T, 9 F, 10 T, 11 F, 12 T, 13 F, 14 F, 15 T, 16 T, 17 F, 18 F, 19 T, 20 T