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## IMPACT THERAPY APPLIED TO GROUPS

### Four M's of Impact Therapy: Multi-sensory, Motivational, Marketing, Maps

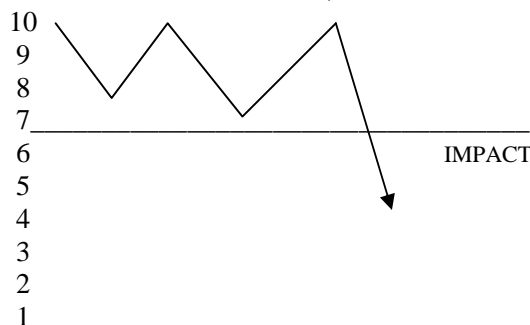
1. PEOPLE DON'T MIND BEING LED WHEN THEY ARE LED WELL.
2. A GOOD GROUP LEADER IS CREATIVE, COURAGEOUS, AND MAKES SURE THE GROUP IS NOT BORING.

**FACILITATOR**-----|-----**X**-----**LEADER**  
(emphasis on group process) (emphasis on personal issues)  
(interpersonal) (intrapersonal)

## SEVEN GUIDING QUESTIONS FOR GROUP LEADING

1. What is the **PURPOSE** of the group?
2. What is the **PHASE** of the session? Is it the warm-up, middle, or closing phase?
3. Where is the **FOCUS** of the group?  
A leader is always aware that the focus is either on a **person, topic, or activity**.  
A leader is always **holding, shifting, or deepening** (funneling) the focus.
4. Do I need to teach the members theories?
5. What stage of change are the members at?  
**PRECONTEMPLATION, CONTEMPLATION, PREPARATION, ACTION, MAINTENANCE, TERMINATION**
6. How much do I focus on **CONTENT** and how much on **PROCESS**?
7. How **DEEP** is the group?

### **THE DEPTH CHART** (most sessions should go below 7)



## **COMMON MISTAKES OF GROUP LEADERS**

- 1. Not having clarity of purpose**
- 2. Not paying enough attention to the formation of the group; that is, the member composition, size, the meeting time, the setting, etc.**
- 3. Not planning the sessions**
- 4. Not paying attention to the stage of the group**
- 5. Allowing the warm-up phase to last too long**
- 6. Running out of time and not adequately closing the session**
- 7. Not having a dynamic opening to the first session—having too long or irrelevant introductions or starting with ground rules**
- 8. Not establishing a positive, working tone for the group**
- 9. Allowing the group to be boring, superficial, or irrelevant; not deepening the focus**
- 10. Allowing the group to focus too long on one person**
- 11. Not being willing to cut off members. Let one or two members dominate.**
- 12. Leader talks after each member's comment. Leader/member/leader/member**
- 13. Not involving other members when working with one member  
(Conducting boring one-on-one counseling)**
- 14. Not teaching the members a theory to use in understanding their problems**
- 15. Not using a multi-sensory approach**
- 16. Using too many exercises or exercises that take too long**
- 17. Not processing exercises to meaningful levels**

## **THERAPEUTIC FORCES**

**A group cannot be effective if these forces are rated low. It is the leader's responsibility to monitor the therapeutic forces of a group.**

- 1. Clarity of purpose for both the leader and the members**
- 2. Relevance of purpose for the members**
- 3. Size of the group**
- 4. Length of each session**
- 5. Frequency of meetings**
- 6. Adequacy of the setting**
- 7. Time of day for both the leader and the members**
- 8. The leader's attitude**
- 9. Closed or open group**
- 10. Voluntary or nonvoluntary membership**
- 11. Members' level of commitment**
- 12. Members' level of trust**
- 13. Members' attitudes towards the leader**
- 14. The leader's attitude toward the members**
- 15. The leader's experience and readiness to deal with groups**
- 16. Co-leadership harmony**

Screening is essential for good groups and should never be considered finished. That is, it may be necessary to screen out members even after the group starts.

## **GROUP LEADERSHIP SKILLS**

- 1. Being clear as to the purpose**
- 2. Being clear about your role as leader**
- 3. Generating and building interest and energy**
- 4. Tuning into the group's energy**
- 5. Varying the format**
- 6. Using your eyes effectively**
- 7. Setting the proper tone**
- 8. Using your voice effectively**
- 9. Being aware of the focus: a) on a topic b) on a person c) on an activity**
- 10. Getting, holding, deepening and shifting the focus**
- 11. Asking good questions**
- 12. Knowing counseling theories**
- 13. Knowing your allies in the group**
- 14. Second guessing**
- 15. Thinking of members as individuals  
(It is appropriate to meet with members privately)**
- 16. Dealing with multicultural issues**
- 17. Drawing out**
- 18. Cutting off**
- 19. Using exercises effectively**

## **BEGINNING A GROUP**

### **Things to think about**

1. How to begin the group
2. How to handle introduction of members (how, how much time to spend)
3. How to set the tone (very important)

### **Things to do in the first session**

1. Clarify the purpose of the group
2. Explain the leader's role
3. Explain how the group will be conducted
4. Tell members you will, at times, be looking around when they are talking
5. Tell members you will be cutting off members at various times
6. Explain the rules for the group (see comment below)
7. Explain any special terms that will be used
8. Check out the comfort level of the members (use 1-10 round)
9. Assess coping styles of the members
10. Introduce and focus on the content/purpose of the group
11. Draw out members
12. Allow extra time for closing the first session
13. Address questions members may have
14. Focus on multicultural dynamics if they exist

### **Helpful Hints**

1. Do not start with the rules -- it sets a tone you probably don't want.
2. Do not focus too long on one member during the first session
3. Don't count on members to carry the first session -- have a plan
4. Watch out for members talking just to you (the leader)
5. Do not let negative or dominating members control
6. Do not be afraid to cut off members
7. Written exercises can be very helpful in drawing out members
8. Dyads can be helpful in getting members comfortable
9. Rounds can be very helpful in drawing out members
10. Use a movement exercise to generate interest and energy if it is low

# **KINDS OF EXERCISES**

- 1. Written**
- 2. Movement**
- 3. Dyads and triads**
- 4. Rounds**
- 5. Creative props**
- 6. Arts and crafts**
- 7. Fantasy**
- 8. Common reading**
- 9. Feedback**
- 10. Trust**
- 11. Experiential**
- 12. Moral dilemma**
- 13. Group decision**

## PLANNING--AN ESSENTIAL COMPONENT

### *Plan 1*

The first session of a parenting group consisting of ten members

- 3 min. (7:00) Introductions—round (name, age of children, why they came to the group).  
5 min. Discuss the group—format, purpose (stress that it is mainly an educational and support group and not a therapy group). Have members share their needs and any fears or questions about the group. Have them share cultural differences. (Sandwich in the ground rules of confidentiality, attendance, no attacking of others.)
- 2 min. Sentence completion:  
The thing I like most about being a parent is \_\_\_\_\_  
The hardest thing about parenting is \_\_\_\_\_  
I get most upset as a parent when \_\_\_\_\_
- 10 min. Have members share these in large group (use their examples in discussion below).  
15 min. Discuss Adlerian principles of child behavior (use charts and handouts)  
All behavior is purposeful.  
Children are not bad—they are discouraged.  
Four goals of misbehavior.
- 5 min. (7:35) Have members share in triads their thoughts about the Adlerian principles.  
10 min. Discuss in large group, then continue overview of principles: Parent's reaction to each of the four goals of misbehavior.
- 20 min. Focus on the first goal of misbehavior—attention getting  
Use short role-plays to demonstrate.  
Discuss ways to deal with situations.
- 5 min. Dyads—discuss this goal in relation to their children and how parents may handle situations differently.
- 5 min. Process dyads.  
10 min. Summarize—what stood out, feelings about the group, one thing they plan to do differently.  
Hand out reading material.  
Remind them of next meeting time.

### **Plan 2**

The second session of a growth and support group for fourth- and fifth-graders who don't seem to make friends easily. There is one new member this week.

- 5 min. Introduce new member to the group—have members tell their names and what they remember about last week. Leader comments about the group and its purpose. Also, remind members when they talk to look at others instead of the leader.
- 2 min. Have members list things they can do to make friends.  
3 min. Discuss lists in dyads.  
15 min. List ideas on chalkboard.  
Discuss the ideas.  
Role-play some of the ideas.  
Have each member practice.
- 3 min. Have each member tell one thing he or she will try this week.  
2 min. Summarize—each member completes "One thing I learned...."

**NOTE:** Good planning is essential for leading meaningful groups. The skilled leader always plans the warm-up, realizing that the opening few minutes of any session is very important. The warm-up should never be boring or too long. It is also important to plan for the closing phase of the session--it should not end abruptly. The prepared leader also has a back-up plan in case what is planned does not work.

### **Plan 3**

The third session of a six-week assertiveness-training group with eight members.

- 10 min. Progress reports, observations from the week, questions.
- 15 min. Reenact some “assertiveness” situations from the week (this could last longer if there are a number of situations).
- 5 min. Dyads—process thoughts from the reenactments.
- 15 min. Present the “broken record” technique:  
Demonstrate.  
Practice.
- 10 min. Reactions, comments, and questions.
- 1 min. Round—(1–10; 10 = very much): how guilty do you feel when you are being assertive?
- 15 min. Discuss their numbers and how not to feel guilty—teach REBT  
Show ABC model.  
Write on board their irrational self-talk and then rational self-talk.
- 5 min. Dyads: discuss the use of REBT when being assertive.
- 10 min. Discussion: things I plan to try this week regarding being assertive.
- 5 min. Summary: what stood out for you today? Any wishes for anyone in the group?

### **Plan 4**

The third session of a weekly counseling group. The group has six members.

- 5 min. Progress reports—ask about Bob’s mother’s visit, Ruth’s exercise program, Tandy’s contract to talk with two people each day.
- 5 min. Thoughts, comments, reactions to the week.
- 10 min. Review Ellis’s ABC model—use examples from their week.
- 20 min. Personal work—do yes/no round of who wants to bring up something; if all no’s, use backup plan— Introduce TA model if it did not come up during the personal work or continue the personal work if others want to work.
- 5 min. Share (in triads) reactions to TA model.
- 5 min. Summarize -- what stood out? How will use REBT and TA?
- 5 min. Write in journals (Journals are left for the leader to read).

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# ***CREATIVE GROUP EXERCISES***

## **FIVE KINDS OF CREATIVE EXERCISES**

- USE OF PROPS**
- USE OF CHAIRS**
- USE OF MOVEMENT**
- USE OF WRITING AND DRAWING**
- USE OF ANALOGIES**

## **REASONS FOR USING CREATIVE EXERCISES**

- To focus the group**
- To make concepts more concrete**
- To heighten awareness**
- To dramatize a point**
- To speed up the counseling process**
- To enhance learning, because people are visual learners**
- To enhance learning, because people are experiential learners**

### **Props**

<b>Shield</b>	<b>\$10 bill</b>
<b>Filter</b>	<b>Cards</b>
<b>Cups</b>	<b>Tapes</b>
<b>Fuse</b>	<b>Rubber bands</b>
<b>Blocks</b>	<b>Plate</b>

### **Chairs**

<b>Small child's chair</b>	<b>Standing on the chair</b>
<b>Empty chair</b>	<b>Sitting in the new "you" chair</b>
<b>Three egostates</b>	<b>Decision between two choices</b>

## **Progression of Mental Health**

**Unconsciously Incompetent→Consciously Incompetent→**

**Consciously Competent→Unconsciously Competent**

## **Cheerleader vs Fan Model for Effective Living**

**Cheerleaders never boo the players!**

## **Movement**

**Sculpt how you feel about the group**

**Feeling pulled**

**Value or continuum lines**

**Evaluation of progress**

**Feedback lines**

**Parent's Chat**

**AA Support**

**First Session Support Group**

**Home Spot**

**Personal Space**

## **Writing and Drawing**

**Sentence completions**

**Adjective checklist**

**Lists**

**REBT disputing**

**Egograms**

**Board of directors**

**Stroke economy**

**Enmeshment**

**Written feedback from members**

**Time lines**

**Hot air balloon drawing**

**TA drawings**

## **Fantasies**

**Animal you would like to be**

**Pick an object in the room**

**Hot air balloon**

**Common object**

**Movie-- director, cast, crowd reaction**

**Rosebush**

## **Other Exercises**

**My wish for you**

**Affirmation exercise**

**Most comfortable/least comfortable**

**Rounds**

**Most like/most different**

## **Important Sentences in Counseling:**

- 1. All behavior is purposeful.**
- 2. Thoughts cause feelings.**
- 3. Get your expectations in line with reality.**
- 4. You teach people how to treat you.**
- 5. Life is a series of choices**

## **ROUNDS**

The value of rounds cannot be overstated. Of all the kinds of group exercises and activities, the round is the most useful and versatile.

### ***USES/PURPOSES***

- A. Get information quickly
- B. Get the members focused
- C. Get the members involved

### ***KINDS***

#### A. Designated Word or Designated Number Round

- 1. Here/Not here/Getting here
- 2. Yes/No (something to work on)
- 3. 1-10 rating (comfort level, like yourself, marriage, job)

#### B. Word or Phrase Round

- 1. On a topic or issue (the week, your life, marriage)
- 2. Reaction to an exercise, someone's personal work, etc.

#### C. Comment Round

- 1. What has stood out to you?
- 2. How has the week been?

### ***THINGS TO THINK ABOUT***

- A. Where to begin and end
- B. Not completing the entire round
- C. Passing on the hesitant member
- D. Processing or using the round
- E. With kids—they write their comments

## CUTTING OFF

In order to be effective as a group leader, you must be able to cut off group members.

Tell the members during the first session that you will, at times, have to cut off members. You can say something like the following:

“There will be times that I may interrupt a member and direct the discussion elsewhere. I will do this for any number of reasons. I may interrupt in order to get more people in on a discussion or to shift the focus to a different topic or to a different person. Please realize that I am thinking about all of you and I want the experience to be valuable for everyone so that may mean I will have to shift the focus at times. If you ever have any questions about why I may have shifted the focus from you, please check with me.”

### Four Situations That Warrant Cutting Off

1. When a member starts in on a story when you are wanting a brief comment
2. When a member shifts the focus away from a person or topic and the discussion taking place is valuable
3. When a member attacks another member or says something that is inaccurate
4. When a member has the focus of the group but is rambling

### Cutting Off a Member Who Is Rambling

When you cut off a member who is rambling or not focusing or funneling, you do one of three things: cut and stay with the person; cut and stay with the topic; or cut and leave the person and the topic.

1. Cut and Stay With the Person
  - A. Ask person clarifying questions: the leader or members can do this
  - B. Have person do some focused activity (use chair, drama, etc.)
  - C. Have person complete an in-depth round
  - D. Have members give person feedback
  - E. Have one member role-play the person working
2. Cut and Stay With the Topic
3. Cut and Leave the Person and the Topic

### ADDITIONAL THOUGHTS ON CUTTING OFF

1. Cut off quickly. Listen to the tone of voice.
2. Use your own non-verbal cues to cut off: your hands; your eyes
3. Use rounds as a way to allow you to cut off.

## DRAWING OUT

Although members should not be forced to talk, group members usually feel more comfortable when all members share. Also, if a member shares very little, other members are uncomfortable and misunderstand the member's quiet behavior. Usually the quiet member is afraid to talk so using the various techniques listed below can be very helpful.

1. Use written exercises such as sentence completions so that you can ask the member to read his/her answer.
2. Use rounds (Quiet members will usually be willing to say one or two words during a round.)
3. End the round on the person you want to draw out.
4. Use movement exercises as a way to draw out. People speak with their movements.
5. Use dyads and pair yourself with the quiet member in order to find out why the person is being quiet.
6. Gently “nudge” the person to speak by calling on him or her but make sure the person does not feel on the spot. Often I do this by calling on two people.

“Joe, you haven't said much (pause). Nor have you Amy. Do either of you want to comment? (pause—if they seem uncomfortable, move on).

7. **DO NOT SPOTLIGHT.** An example of spotlighting would be:

“Jane, what do you think?”

If Jane is uncomfortable in the group, calling on her like this often will not help. (In many instances this is an appropriate question to ask but asking this of a very quiet member can cause that member to feel like she is under a spotlight.)

