I am looking forward to the ACA Conference in Detroit and I hope that you will be there!! ASGW has programs and receptions that will focus on learning new skills and meeting other members of ASGW. Our ASGW Suite will have ongoing activities and meetings. Please stop by and see what is happening. The Suite and the Ancillary Programs listed in this Newsletter will be in the Detroit Marriott at the Renaissance Center. The Suite number will be announced later, and we will post all information on our website, www.asgw.org.

I would like to highlight a few programs and activities. First, one of my goals is to connect ASGW students and new professionals with ASGW Leaders. When I was a student many years ago, I remember being confused about which programs I could attend. For example, I thought that the Fellows Symposium was only for Fellows. I want to assure all ASGW members that you are not only invited, but welcome to attend almost all programs and meetings (e.g., the Fellows Committee Meeting was only for Fellows). As a student, attending meetings and programs was a wonderful opportunity for me to learn and grow professionally. Many of the ASGW connections I made as a student still have value today.

To encourage new connections in ASGW, we will have a reception in the Suite on Saturday evening from 6:30 to 8:30. Everyone is welcome. We will also have a Bunch on Saturday for Gradute Students, Branch Presidents, Past Presidents, and Fellows. This event is usually scheduled for an early breakfast but we did not want to compete with the Keynote Breakfast who will present on Saturday from 8:30 to 10:00 am. If you go to the keynote or for those of you who plan to sleep in, please join us for food and conversation at the Bunch from 10:30 to 11:30. Also, I encourage you to attend the Fellows Symposium that will occur after the Bunch, from 11:30 to 12:30. We also have our ASGW Luncheon scheduled for Friday from 12-2:00. This is always a really fun event. Tickets are $40 this year.

I also want to point out two important meetings for those who are involved in ASGW and for those who want to become involved. The 2006-2007 Leadership and Committee Meeting is on Friday from 3:30 to 5:00. This meeting is for all committee chairs and members. The 2007-2008 Leadership Meeting will be held on Saturday from 3:30 to 5:00. Janice Delucia-Waack, President Elect, will be looking for students and members who want to become more involved in ASGW. Conferences are about learning as well as about connecting with others. I look forward to meeting you in Detroit.

**ASGW Call for Nominations**

The ASGW Executive Board, in accordance with the by-laws and Handbook of the Association, hereby calls for nominations for the offices of President-Elect-Elect and Governing Council Representative.

The President-Elect-Elect will serve as President during the 2009-2010 fiscal year with a term of three (3) years, including one year as President-Elect (2008-2009) and Past-President (2010-2011).

The Governing Council Representative will serve a three year term from July 1st, 2008 until June 30th, 2011.

You may nominate yourself or another ASGW member for either office by submitting a petition of nomination with the nominee’s name and 25 signatures of ASGW members supporting the nomination. Please submit nominations by March 1st, 2007 to Mary Thomas, ASGW Nominations Chair, P.O. Box 840, Vaughn Road, Pike Road, AL 36064. Questions may be addressed to Mary Thomas at mthomas@mail.aum.edu or 334/244-3437.
A Message from the President-Elect

Janice DeLucia-Waack

Writing is upon us in New York and it looks like I need to adjust the rest of the country as well. My children often ask if this is the time of the year “Why don’t we move to Florida? Or Singapore while it’s warm all year long?” And my answer is “I love the changing of the seasons.” And maybe that is why I like group work so much. I love the changes that groups, and individuals, go through. It is not total chaos but a natural predictable progression and change. My theme for president is emerging and it will be influenced by change and stages of development. I think it is essential that we pay attention to both the homogeneity and heterogeneity of our groups and our group members. What do we know that is universal about our groups? What do we know that works for most groups? What do we know that works for a particular type of group? How do interventions affect group members who have trouble talking in group?

Talking too much? What interventions will affect cohesion? Universality?

My goals for the year will be to work with ASGW members to inform each other and other group leaders about effective and, in these times, efficient ways of leading groups. First up is the training video that will be previewed (and hopefully for sale) at ACA. Leading Groups with Adolescents, A Legal and I led a 10 hour group of 10th graders to illustrate group process and interventions. A training manual will accompany it. Second is the 2008 Association for Specialists in Group Work National Conference tentatively planned for late January or early February in Florida. We are negotiating dates and sites right now and should have that all finalized in the next few weeks. Put on your calendar now!!! And lastly, we need your help and your support. We need people with experience to begin with my presidency July 1st so if you would like to help, please let me know: jdelucia@buffalo.edu. See you at ACA!

ASGW has a new direction on the web!

ASGW has appointed Beth Shapiro to be the new webmaster starting in 2007. Beth is a student in the master’s program in School Counseling and Guidance at the University of Arizona and is a member of ASGW. Beth brings a wealth of experience to the project, and has spent the last decade working for web/tech industry leaders AGI/Time Warner and Merck Healthcare Systems.

In addition, ASGW finalized an agreement with Tucson-based Galapagos Marketing to handle the new design and launch of the asgw.org website. Founded by Internet Director Gregg D. Shapiro, Galapagos Marketing is a premier advertising and Internet design firm based in Tucson, AZ that specializes in the production of integrated campaigns—unifying traditional and non-traditional forms of promotion to deliver greater advertising impact! Serving primarily small to mid-size businesses, Galapagos Marketing focuses on utilizing technology to create a differentiator for its clients’ marketing initiatives.

To join, go to: http://www.counselling.org/Counselors/MemberJoin.aspx

ASGW/ACA Membership Information

ASGW shall have only individual members who are Professional, Regular, New Professional, Student, Retired, and Fellow. ACA Membership is not required for membership in ASGW.

Professional: Professional members hold a graduate degree in counseling or a closely related field and are engaged in the teaching, practice or research of group work. Professional members have all rights and benefits of membership in ASGW.

Regular: Regular members are members who have an interest in group work including related professional groups such as social work and psychology, and counselors from countries other than the United States. Regular members have all rights and benefits of membership in ASGW, except holding elective office.

New Professional: Status is applicable only to current student members who have graduated in the past 12 months. Status is good for one year.

Student: Student members are persons who are actively enrolled in a graduate program and studying group work. Student members have all rights and benefits of ASGW, except holding elective office.

Retired: Members who are retired from the counseling profession and have been active ASGW and ASGW members for the past 5 consecutive years.

Division Processing Fee: To join ASGW without joining ACA, a processing fee of $10 will apply.

### ASGW/ACA Membership Dues (valid thru 6/30/2007)

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Add $27.00 to your ASGW membership. If adding ASGW to a current ACA membership, call Member Services at 800-347-6647 x 222 for prorated dues amount to coordinate with your ACA renewal date.

**New professionals please indicate date of graduation (month/year) / and institution

*Students please indicate expected date of graduation (month/year) / and institution

To join, go to: http://www.counselling.org/Counselors/MemberJoin.aspx
GROUP WORK SESSIONS AT ACA IN DETROIT

Pre-Convention Learning Institutes
How to Use Group Techniques: Applying the Purposeful Group Techniques Model

Robert K. Conyne, PhD, Dale Neimeyer, MA, Jan Croll, MA

Group leaders need to integrate theory of group work with techniques of group work in a way that is practical, respects diversity and can show positive results. This LI presents a step-by-step ecological approach for choosing and using group techniques within a systematic and easily comprehended conceptual system. The LI will involve information dissemination, experiential practice, discussion and feedback. Participants will receive a packet of materials describing steps of the model and an organized compilation of group techniques that they can draw from in their own work as group leaders. The Institute is appropriate for group leaders, students, and counselor educators and supervisors.

Challenges Facing Group Leaders: Understanding and Working with Difficult Group Members

Gerald Corey, EdD

This LI focuses on challenges of dealing with difficult behaviors in group and also challenges of addressing diversity issues. There will be a variety of approaches utilized to assist participants in better appreciating the meaning of resistance in a counseling group. There will be short lectures, discussion based on questions raised by participants, viewing and discussing a video “Challenges Facing Group Leaders,” small group discussions, role-playing of dealing with difficult group members, and a live demonstration of leader interventions aimed at reducing resistance in a group.

Education Sessions

Advancing Groups: Some Ways to Facilitate the Development of Groups

ASGW Fellows Symposium

Assessment and Intervention of Communication Apprehension in Group and Classroom Settings

From Principles to Practice: Using Best Practice Guidelines to Evaluate Group Effectiveness Interactive E-Journaling in Group Work for Trainees: An Exploratory Study


ASGW Executive Board 2006-2007

Left to Right: Becky Schumacher (Treasurer), Susan Warm (Secretary), Sheli Bauman (Newsletter Editor) Janice Delucia-Waack (President-Elect), George Leddick (ACA Governing Council Representative), Nilsuter Merchant (Process Observer), Maria Riva (President), and Carolyn Thomas (Past President).
Provide ACA members with the option of joining any and all divisions at no cost.

Financially represented by Carolyn Thomas on this small task force, and she could answer your more specific questions. The ACA Task Force studying the relationship between ACA and CACREP was formed after CACREP decided to reconstitute its governance. CACREP no longer has representatives of divisions, nor of ACA, on its governing board. For several years CACREP has spoken of its desire to be “independent” from ACA, while at the same time accepting $150,000 from the ACA and moving into office space provided by NBCC. The Task Force contacted similar organizations (e.g. APA, AAMFT) to learn what relationship existed between each professional organization and its affiliated accrediting group. The Task Force found a variety of practices among such groups. APA, for example, provides specific written policies which allows for complete autonomy of its accreditation group, while also satisfying demands it remain sufficiently “independent.” The ACA is in process of developing a similar approach.

There will be a number of ASGW-sponsored presentations at the ACA Detroit convention (March 21-25), as well as an ASGW headquarters suite for members to conduct business and socialize. The Detroit Marriott Renaissance is where all ASGW oncology activities will be held and is within walking distance of the convention center where education sessions will be conducted. ACA contracted with 5 hotels for sleeping rooms, rates range from $109 to $131. Linda Riethe has been confirmed as one keynote speaker and a second keynote is in process.

Mark your calendars now for ACA 2008 in Honolulu, Hawaii. (March 26-30) The Hilton Hawaiian Village will be the ACA Headquarters hotel, where rates range from $179-225 depending on the room’s view. Confirmed rates for overflow hotels range from $134-189. The Hawaii Convention Center agreement has been signed and the convention center fee of $85,000 has been waived. Planners are currently working with airlines to offer discount rates above the typical 10-15%.

The ACA Governing Council met November 15-18, 2006 near headquarters in Virginia. ACA president Marie Wakefield presided over her first meeting of Governing Council and the sessions were marked by a convivial spirit of cooperation, unlike contentious or acrimonious meetings of the past. Official minutes of the meeting will be posted on the ACA web site, but not until they are officially approved at its second meeting during the ACA Detroit convention in March. There were numerous business items discussed at the third meeting, so what follows is my own account of the highlights of the meeting.

Nominating your Branch of ASGW for the State Branch of the Year Award for 2007?

Who: Jean Underfer-Babalis and Carolyn Thomas are the State Branch Chairpersons.

Where: Submit your information to: Jean Underfer-Babalis, 5151 Monroe St., Ste. 250, Toledo, OH 43623, JeanUB@destinedformore.com

How: Send it or email it to me by contact by January 31, 2007, then attend the Awards Luncheon of ASGW at the ACA convention in Detroit, MI this spring to see who wins.

6. Provide ACA members with the option of joining any and all divisions at no cost.

The Governing Council seeks to identify a method members can use to get cost effective participation in ACA, in divisions like ASGW, and in state branches. Formally, all ACA members had to also become a member of at least one division. Membership decline began around the time that rule was changed. It state branches and divisions become financially unstable, ACA would have to take on the expense of publishing journals and newsletters, conducting numerous local conventions, and pursuing research on effective counseling practices now conducted by those entities. We hope a change in membership rules will stimulate member participation. ASGW is fortunate that its print and video products earn the organization as much money as does membership dues, so the financial health of ASGW is not in question. ASGW was represented by Carolyn Thomas on this small task force, and she could answer your more specific questions.

The ACA Task Force studying the relationship between ACA and CACREP was formed after CACREP decided to reconstitute its governance. CACREP no longer has representatives of divisions, nor of ACA, on its governing board. For several years CACREP has spoken of its desire to be independent from ACA, while at the same time accepting $150,000 from the ACA and moving into office space provided by NBCC. The Task Force contacted similar organizations (e.g. APA, AAMFT) to learn what relationship existed between each professional organization and its affiliated accrediting group. The Task Force found a variety of practices among such groups. APA, for example, provides specific written policies which allows for complete autonomy of its accreditation group, while also satisfying demands it remain sufficiently independent. The primary dilemma for ACA is how it might retain the voice of professional counseling when CACREP alone defines the curriculum for becoming a professional. Another concern is that our partner, CACREP, wishes to establish itself as a separate nonprofit business and these are the financial support it received from ACA over the past 25 years. Negotiations with CACREP are set to continue. The Task Force will initiate a written understanding of the ACA-CACREP relationship, and the ACA Executive Committee will pursue all options for a continuing relationship. ASGW was represented by Georgia Leddick and Pam Palesky on this three-person task force.

The search for the next editor for the Journal of Counseling and Development will be advertised through February 1, 2007. Those interested in applying should do so by contacting Dr. Maureen Kanny, ACA Publications Committee Chair, at kannyrm@kannyrm.com for details. Applications should emphasize previous experience with editorial boards and a strong identity with professional counseling. A more detailed report about the ACA Governing Council meeting is available on the ASGW web site.
Gaining Support for Group Work in Schools in the Age of Accountability

by Rebecca A. Schumacher

Introduction

Group work is a comprehensive term used to describe four types of groups: task/work groups, guidance/psychoeducational groups, counseling groups, and psychotherapy groups (ASGW, 1992). Group work has been used by school counselors for decades. Since the 1960s, conducting classroom guidance lessons and small group counseling has been a prominent function of school counselors (Myers & Sprague, 1972). Unfortunately, both types of groups—guidance and counseling groups—can offer students new knowledge on a range of topics, develop new skills, and address attitudes and perceptions. Groups support students and contribute to their development and success in school. For the Practice Ideas column, attention is directed to one type of group—counseling groups. I invite readers to consider how the information, as well as points and suggestions pertaining to small group counseling in schools, might also apply to guidance groups delivered in the classroom.

Although the body of research about the effectiveness of group counseling in schools is not extensive, there is some research that supports the use of group counseling with children and adolescents (Hoge & Burlingame, 1997; Wilson & Sexton, 1999). Various textbooks about group work (Rotter, 2006), group counseling in schools (Greenberg, 2003), and group leadership skills and techniques (Smold, 1995) describe the use of small group counseling for school age children. The Council for the Accreditation of Counseling and Related Educational Programs (CACREP, 2001) includes group work as one of the eight common core areas in which students are trained in accredited preparation programs. Group counseling is considered one of the Responsive Services in the Delivery System of the American School Counselor Association (ASCA) National Model (ASCA, 2003). Overall, conducting small group counseling is an accepted and traditional practice of professional school counselors.

In this Practice Idea, I focus on one specific question: How does the professional school counselor build the support of teachers and administrators for conducting small group counseling?

The Challenge

Schools and school issues are different than they were a decade or more ago. Accountability for high stakes testing, measuring educational achievement, standards-based reform, achievement gaps, learning needs, and adequate yearly progress are issues stemming from the educational reform movement and the recent No Child Left Behind (2001) legislation. These issues influence much of the school schedule and instructional activities in schools today. In this atmosphere dominated by accountability concerns, teachers and administrators are mandated to demonstrate adequate student academic achievement at the end of the school year. Instructional time is prized and protected by teachers. After almost three decades of running small groups in schools, the challenge faced by school counselors committed to leading groups in schools seems to be the greatest of any time in the history of professional school counseling. It is typical to hear a school counselor comment: I see the need for small groups with my students and I understand the impact small groups can have on my students. Small groups are part of my comprehensive school counseling program. My problem is getting the students to be able to come to small groups. How do I do it? classroom teachers just won’t let them leave the classroom.

Thriving in the Age of Accountability

Group counseling is one component of a comprehensive school counseling program. Building support is critical because without faculty and administrative support, school counselors may be prevented from providing small groups, and in addition may have challenges...
3. In this example, the team identifies two data elements needing improvement. The two elements are discipline referrals and grades. As a group, they review the findings and share what they learn from the data, identify the positives in the data, and develop strategies to address the discipline referrals and grades. As a result of this collaborative effort, the group agrees to implement a number of strategies. Strategies to be implemented include:

   a. Parent workshops on how to provide home support for homework, co-lead by teachers and the school counselor.
   b. A peer tutoring program currently offered in the school.
   c. Progress reports and student daily planners that teachers will use.
   d. A monitoring program that is a current service provided by area business partnerships.
   e. Classroom guidance lesson on study skills delivered by the school counselor. Although 20 students are in danger of falling, all students can benefit from developing effective study skills.
   f. Small group counseling focused on developing appropriate school behaviors and decision-making skills. The group counselor identifies 20 students who need extra assistance with these skills (the 20 students identified above).

5. All strategies are implemented. The school counselor conducts a pre-test prior to delivering 8 classroom guidance lessons over 8 weeks. At the conclusion of both group activities, a post-test shows students have a 95% increase on knowledge of study skills. In addition, teachers track how often students have their planners in class, complete homework, and exhibit positive behavior. Baseline data are collected for two weeks before the guidance lessons begin, and again for two weeks after the lessons are completed.

6. For the small group intervention, pre- and post-tests are also used, and demonstrate a 92% increase in how to make positive choices. The school counselor appreciates and understands the mission of the school.

2. Look at data in the school. For a complete list of critical data elements I refer you to Stone and Dahir (2007) and the ASCA Model (2003). Note that much of the data are already collected by the school.

Deadline for Spring 2007 issue

The Group Worker

Continued from pg 5

effective learning environment. Greenberg (2003) supported this notion, “Group counseling is only one aspect of the total comprehensive guidance and counseling program. Working with students in groups can only be successful when that guidance and counseling program is effective” (p. 13). The three Practice ideas that follow are not necessary in a comprehensive list nor are they presented as a sequential check list. However, they are basic strategies that school counselors might consider as they grapple with the challenges they face in the current educational and political climate.

Practice idea #1: Communications and Relationships. Building support and accountability with administrators and faculty must include developing an open line of communication and a positive working relationship with these colleagues. Many school counselors have described how helpful a school counseling committee comprised of an administrator, teachers, and parents has been in building credibility for the counseling program and the services provided to students. Small group counseling comes under less scrutiny and gains more support as a result of continued communications and relationship-building with faculty.

Practice idea #2: Data. The most compelling and convincing way to build support for small group counseling, and ultimately for your comprehensive program, is through the use of data. Using data is a powerful way for a school to tell the story about how students— all students—in a school are being educated and prepared for adulthood. Data can take many forms. For the purpose of this Practice idea, data means using numbers rather than terms or perceptions. Data such as enrollments in college prep courses, graduation rate, retention rates, special education placements, attendance, grades, and standardized test scores, are only a few examples that can create a story of achievement patterns, equity issues, causes and correlates, and areas for improvement. For example, the outcome of the story—the results of the analysis—leads to the identification of factors hindering student academic success, which can then be targeted for change. These barriers can include social issues, on-faculty support, and a lack of planning and decision-making skills, for example. School counselors are in a prime position to use data to identify obstacles to success, and ultimately advocate for change where needed.

How may school counselors use data? How does the process work? Here is a brief example that illustrates how small group counseling can be registered as a strategy for a comprehensive guidance program, and at the same time build support for the faculty for school counseling services.

1. Work in collaboration with the school’s improvement team or professional development team. The point is to develop a collaborative relationship with faculty. This helps define the school counselor’s role and conveys that the school counselor appreciates and understands the mission of the school.

2. Look at data in the school. For a complete list of critical data elements I refer you to Stone and Dahir (2007) and the ASCA Model (2003). Note that much of the data are already collected by the school.

4. As part of a professional development day, the principal, teachers for these 20 students, and the school counselor meet. As a group, they review the findings and share what they learn from the data, identify the positives in the data, and develop strategies to address the discipline referrals and grades. As a result of this collaborative effort, the group agrees to implement a number of strategies. Strategies to be implemented include:

   a. Parent workshops on how to provide home support for homework, co-lead by teachers and the school counselor.
   b. A peer tutoring program currently offered in the school.
   c. Progress reports and student daily planners that teachers will use.
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In this example, the team identifies two data elements needing improvement. The two elements are discipline referrals and academic achievement. The team examines the data and develops strategies to address the discipline referrals and academic achievement. As a result of this collaborative effort, the school counselor implements strategies to improve these areas. Strategies include:

1. Parent workshops on how to provide home support for homework, co-lead by teachers and the school counselor.
2. A peer tutoring program currently offered in the school.
3. Progress reports and student daily planners that teachers use.
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5. Classroom guidance lessons on study skills delivered by the school counselor. Although 20 students are in danger of failing, all students can benefit from developing study skills.
6. Small group counseling focusing on developing appropriate school behaviors and decision making skills. The groups are conducted by the school counselor for students who need extra assistance with those skills (the 20 students identified above).

All strategies are implemented. The school counselor appreciates and understands the mission and objectives of the school.

5. All data are collected for two weeks before the guidance lessons begin, and again for two weeks after the lessons are completed.


6. At the conclusion of the classroom guidance lessons and small group counseling, weekly discipline referrals decrease by 10%. At the conclusion of the marking period, grades of those students in danger of failing have improved an average of one letter grade.

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Although the body of research about the effectiveness of group counseling in schools is not extensive, there is some research that supports the use of group counseling with children and adolescents (Hogarth & Burghamme, 1997; Wilson & Sexton, 1999). Various textbooks about group work (Kottler, 2006), group counseling in schools (Greenberg, 2003), and group leadership skills and techniques (Smard, 1995) describe the use of small group counseling for school age children. The Council for the Accreditation of Counseling and Related Educational Programs (CACREP, 2001) includes group work as one of the eight common core areas in which students are trained in accredited preparation programs. Group counseling is considered one of the Responsive Services in the Delivery System of the American School Counselor Association (ASCA) National Model (ASCA, 2003). Overall, conducting small group counseling is an accepted and traditional practice of professional school counselors.

In this Practice Idea, I focus on one specific question: How does the professional school counselor build the support of teachers and administrators for conducting small group counseling?

The Challenge

Schools and school issues are different than they were a decade or more ago. Accountability for high stakes testing, measuring educational achievement, standards-based reform, achievement gaps, learning needs, and adequate yearly progress are issues stemming from the educational reform movement and the recent No Child Left Behind (2001) legislation. These issues influence much of the school schedule and instructional activities in schools today. In this atmosphere dominated by accountability concerns, teachers and administrators are mandated to demonstrate adequate student academic achievement at the end of the school year. Instructional time is prized and protected by teachers. After almost three decades of running small groups in schools, the challenge faced by school counselors committed to leading groups in schools seems to be the greatest of any time in the history of professional school counseling. It is typical to hear a school counselor comment: I see the need for small groups with my students and I understand the impact small groups can have on my students. Small groups are part of my comprehensive school counseling program. My problem is getting the students to be able to come to small groups. How do I do this? Classroom teachers just won’t let them leave the classroom.

Rebecca A. Schumacher is an ASGW Fellow, current ASGW Board member, recipient of the ASGW President’s Award in 1988 and 2006, and Past President of the New England ASGW. Currently a School Counselor Educator at the University of Massachusetts, Boston in the Department of Counseling and School Psychology, she teaches in the school counseling preparation program. A doctoral graduate of the Counselor Education Program at the University of Maine in Orono, Dr. Schumacher first learned about leading groups while completing master’s degree work at Fairfield University. As a former school counselor, she has run school based groups with all school levels, and now teaches a group counseling course in her present position. Her professional interests include group work and school counseling outcomes.
6. Provide ACA members with the option of joining any and all divisions at no cost.

The Governing Council seeks to identify a method members changed. If state branches and divisions become financially represented by Carolyn Thomas on this small task force, and she could answer your more specific questions.

The ACA Task Force studying the relationship between ACA and CACREP was formed after CACREP decided to reconstitute its governance. CACREP no longer has representatives of divisions, nor of ACA, on its governing board. For several years CACREP has spoken of its desire to be ‘independent” from ACA, while at the same time accepting $150,000 from the... autonomous in its decisions. Before the ACA-CACREP Task Force made its report, CACREP announced it would soon sever all financial ties with ACA and move into office space provided by NBCC. The... for complete autonomy of its accreditation group, while also satisfying demands it remain sufficiently “independent.” The... curricula for becoming a professional. Another concern is that our partner, CACREP, wishes to establish itself as a separate nonprofit business without recognition of the financial support

The search for the next editor for the Journal of Counseling and Development will be extended through February 1, 2007. Those interested in applying should do so by contacting Dr. Maureen Kenny, ACA Publications Committee Chair, at KennyM@acapubs.org. Applications should emphasize previous experience with editorial boards and a strong identity with professional counseling. A more detailed report about the ACA Governing Council meeting is available on the ACA web site.
ASGW Executive Board 2006-2007

Left to Right: Becky Schumacher (Treasurer), Susan Warm (Secretary), Sheri Bauman (Newsletter Editor) Janice Delucia-Waack (President-Elect), George Leddick (ACA Governing Council Representative), Nilsuter Merchant (Process Observer), Maria Riva (President), and Carolyn Thomas (Past President).

JSGW SEEKING ARTICLES

In addition to accepting manuscripts for traditional sections of the journal on Practice, Theory, Training, and Research, the journal for Specialists in Group Work invites submission of practice, theory, training, and research manuscripts on the following topics:

- SPECIAL TOPICS
  - EVIDENCE-BASED GROUP WORK
  - GROUP WORK WITH INTERNATIONAL POPULATIONS AND IN INTERNATIONAL SETTINGS
  - GROUP WORK WITH UNDERREPRESENTED POPULATIONS
  - GROUP WORK IN ADDICTIONS TREATMENT
  - GROUP WORK WITH CHILDREN AND/OR ADOLESCENTS
  - GROUP WORK IN ADDICTIONS TREATMENT
  - GROUP WORK IN ADDICTIONS TREATMENT
  - GROUP WORK WITH MENTAL HEALTH PROFESSIONALS
  - GROUP WORK IN COLLEGE AND UNIVERSITY SETTINGS
  - GROUP WORK IN MENTAL HEALTH AND MENTAL ILLNESS SETTINGS

- SPECIAL SECTIONS
  - BRIEF REPORTS
    - Description of Groups
    - Pilot Studies/Case Studies
  - REFLECTIONS ON GROUP WORK
    - Personal accounts of change in group work
    - Innovative leadership style or other innovations in group work

Call for Journal for Specialists in Group Work Editorial Board Applicants

Applications are now being accepted for a three-year appointment to the editorial board of the Journal for Specialists in Group Work. Beginning January of 2008, ASGW and JSGW are particularly interested in receiving applications from individuals representing a wide variety of diversity. Experienced reviewers may be immediately appointed to the JSGW Editorial Board depending upon the number of open positions. Others with little or no experience may be appointed first as Ad Hoc reviewers to gain editorial review experience. Both Ad Hoc reviewers receive interested applicants and are expected to serve on the Journal for Specialists in Group Work Editorial Board for a minimum of two years. (Note: because of publication cycles, individuals are appointed to the board every other year.) Applications should be sent to Dr. Donald E. Ward, Editor, Journal for Specialists in Group Work, Department of Social Work, Pittsburg State University, Pittsburg, KS 66762, via e-mail to dward@pittstate.edu or by mail to Dr. Ward, Department of Social Work, Pittsburg State University, Pittsburg, KS 66762. A hard copy and electronic copies via email to dward@pittstate.edu of a letter of application describing your areas of expertise, publishing and editorial experience, reasons for wanting to serve on the board, and willingness to serve on the editorial board and other assignments is also needed. Applications will be accepted through September 1, 2007. For further information, please contact Dr. Ward at email: dward@pittstate.edu.

The Group Worker

GROUP WORK SESSIONS AT ACA IN DETROIT

Pre-Convention Learning Institutes

How to Use Group Techniques: Applying the Purposeful Group Techniques Model

Robert K. Conyne, PhD, Mark Newmeyer, MA, Jeri Crowell, MA

Group leaders need to integrate theory of group work with techniques of group work in a way that is practical, respects diversity and can show positive results. This LI presents a step-by-step ecological approach for choosing and using group techniques within a systematic and easily comprehended conceptual system. The LI will involve information dissemination, experiential practice, discussion and feedback. Participants will receive a packet of materials describing steps of the model and an organized compilation of group techniques that they can draw from in their own work as group leaders. The Institute is appropriate for group leaders, students, and counselor educators and supervisors.

Challenges Facing Group Leaders: Understanding and Working with Difficult Group Members

Gerald Corey, EdD

This LI focuses on challenges of dealing with difficult behaviors in group and also challenges of addressing diversity issues. There will be a variety of approaches utilized to assist participants in better appreciating the meaning of resistance in a counseling group. There will be short lectures, discussion based on questions raised by participants, viewing and discussing a video “Challenges Facing Group Leaders,” small group discussions, role-playing of dealing with difficult group members, and a live demonstration of leader interventions aimed at reducing resistance in a group.

Education Sessions

Advancing Groups: Some Ways to Facilitate the Development of Groups

ASGW Fellows Symposium

Assessment and Intervention of Communication Apprehension in Group and Classroom Settings

From Principles to Practice: Using Brief Practice Guidelines to Evaluate Group Effectiveness Interactive E-Journaling in Group Work: Training an Exploratory Study


Register Online: www.counseling.org/convention/detroit.htm

Pre-Convention Learning Institutes: March 21–22
Education Sessions: March 23–25
Exposition: March 22–24

AAGA Members
- Professional Regular $250
- New Members/Student/Retiree $150

Non-Member
- General Attendance $450
- No-Member Student $300

AAGA Members
- Professional Regular $250
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Non-Member
- General Attendance $450
- No-Member Student $300

American Counseling Association

Register Online: www.counseling.org/convention/detroit.htm

By Phone: 800-331-6532, ext. 2272 (M-F, 8AM – 7PM ET)
Talking too much? What interventions will affect cohesion? Universality?

My goals for the year will be to work with ASGW members to inform each other and other group leaders about effective and, in these times, efficient ways of leading groups. Far up is the training video that will be previewed (and hopefully for sale) at ACA. Leading Groups with Adolescents, A legal and I did a 10 hour group of 10 graduates to illustrate group process and interventions. A training manual will accompany February the 2006 Association for Specialists in Group Work National Conference tentatively planned for late January or early February in Florida. We are negotiating dates and sites right now and should have that all finalized in the next few weeks. Put on it your calendar now!!! And lastly, we need your help and your support. We need people with experience to begin with my presidency July 1st so if you would like to help, please let me know: jdelucia@buffalo.edu. See you at ACA!

ASGW Officers 2006-2007

President
Janice DeLucia-Waack
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716-645-6616 (fax)
Jdelucia@buffalo.edu

President-Elect
Janice DeLucia-Waack

ASGW Officers 2006-2007

President
Janice DeLucia-Waack

ASGW/ACA Membership Information

ASGW shall have only individual members who are Professional, Regular, New Professional, Student, Retired, and Fellow. ACA Membership is not required for membership in ASGW.

Professional: Professional members hold a graduate degree in counseling or a closely related field and are engaged in the teaching, practice or research of group work. Professional members have all rights and benefits of membership in ASGW.

Regular: Regular members are members who have an interest in group work including related professional groups such as social work and psychology, and counselors from countries other than the United States. Regular members have all rights and benefits of membership in ASGW, except holding elective office.

New Professional: Status is applicable only to current student members who have graduated in the past 12 months. Status is good for one year.

Student: Student members are persons who are actively enrolled in a graduate program and studying group work. Student members have all rights and benefits of ASGW, except holding elective office.

Retired: Members who are retired from the counseling profession and have been active ASGW and ASGW members for the past 5 consecutive years.

Division Processing Fee: To join ASGW without joining ACA, a processing fee of $10 will apply.

ASGW/ACA Membership Dues (valid thru 6/30/2007)

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<th>ASGW Dues</th>
<th>ACA Dues</th>
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<td>$112.00</td>
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</table>

Adding ASGW to ACA Membership (For current ACA members only)

If adding ASGW to a current ACA membership, call Member Services at 800-347-6647 x 222 for prorated dues amount to coordinate with your ACA renewal date.

Choose one

Professional ASGW $40.00 New Professional ASGW $27.00

Student ASGW $27.00 Retired ASGW $27.00

Professional ASGW $40.00 Processing Fee $10.00

Regular ASGW $40.00 New Professional** $27.00

Student* $27.00 Retired $27.00

**New professional please indicate date of graduation (month/year) ___/___ and institution

*Students please indicate expected date of graduation (month/year) ___/___ and institution

To join, go to: http://www.counseling.org/Counselors/MemberJoin.aspx

ASGW has appointed Beth Shapiro to be the new webmaster starting in 2007. Beth is a student in the master's program in School Counseling and Graduate at the University of Arizona and is a member of ASGW. Beth brings a wealth of experience to the project, and has spent the last decade working for web/tech industry leaders. ASGW/ACA Membership Dues

Visit www.galapagos.com

ASGW has a new direction on the web!

A Message from the President-Elect

Janice DeLucia-Waack

Winter is upon us in New York and it looks like it will remain this way for the rest of the county as well. My children often ask at this time of the year “Why don’t we move to Florida? Or Singapore where it is warm all year long?” And my answer is “I love the changing of the seasons”. And maybe that is why I like group work so much. I love the changes that groups, and individuals, go through. It is not total chaos but a natural predictable progression and change. My theme for president is emerging and it will be influenced by change and stages of development. I think it is essential that we pay attention to both the homogeneity and heterogeneity of our groups and our group members. What do we know that is universal about our groups? What do we know that works for most groups? What do we know that works for a particular type of group? How are interventions effective for group members who have trouble talking in group?
President's Message
Maria Riva, President

I am looking forward to the ACA Conference in Detroit and hope that you will be there!! ASGW has programs and receptions that will focus on learning new skills and meeting other members of ASGW. Our ASGW Suite will have ongoing activities and meetings. Please try and see what is happening. The Suite and the Ancillary Programs listed in this Newsletter will be in the Detroit Marriott at the Renaissance Center. The Suite number will be announced later, and we will post all information on our website, www.asgw.org.

I would like to highlight a few programs and activities. First, one of my goals is to connect ASGW students and new professionals with ASGW Leaders. When I was a student many years ago, I remember being concerned about which programs I could attend. For example, I thought that the Fellows Symposium was only for Fellows, I want to assure all ASGW members that you are not only invited, but welcome to attend almost all programs and meetings (e.g., the Fellows Committee Meeting is just for Fellows).

As a student, attending meetings and programs was a wonderful opportunity for me to learn and grow professionally. Many of the ASGW connections I made as a student I still have today. To encourage new connections in ASGW, we will have a reception in the Suite on Saturday evening from 6:30 to 8:30. Everyone is welcome. We will also have a Brunch on Saturday for Graduate Students, Branch Presidents, Past Presidents, and Fellows. This event is usually scheduled for an early breakfast but we did not want to compete with the Keynote Speaker who will present on Saturday from 8:30 to 10:00 am. If you go to the keynote or for those of you who plan to swap in, please join us for food and conversation at the Brunch from 10:30 to 11:30. Also, I encourage you to attend the Fellows Symposium that will occur right after Brunch, from 11:30 to 12:30. We also have our ASGW Luncheon scheduled for Friday from 12-2:00. This is always a really fun event! Tickets are $40 this year.

I also want to point out two important meetings for those who are involved in ASGW and for those who want to become involved. The 2006-2007 Leadership and Committee Meeting is on Friday from 3:30 to 5:00. This meeting is for all committee chairs and members. The 2007-2008 Leadership Meeting will be held on Saturday from 3:30 to 5:00. Janice DeLucia-Waack, Past-President ASGW. Conferences are about learning as well as about connecting with others. I look forward to meeting you in Detroit.

Coming Soon! Group Work in the Schools

A new DVD from ASGW…

Group Work in Schools

Featuring Janice Delucia-Waack with Al Segrist

Moderated by Andy Home

This DVD features a psychoeducational group with high school students and incorporates a group work model applicable to any school setting

**** Available Spring 2007 ****

Look for it at the ACA Conference in Detroit!!!

ASGW Call for Nominations

The ASGW Executive Board, in accordance with the By-laws and Handbook of the Association, hereby calls for nominations for the offices of President-Elect-Elect and Governing Council Representative.

The President-Elect-Elect will serve as President during the 2009-2010 fiscal year with a term of three (3) years, including one year as President-Elect (2008-2009) and Past-President (2010-2011).

The Governing Council Representative will serve a three year term from July 1, 2008 until June 30th, 2011.

You may nominate yourself or another ASGW member for either office by submitting a petition of nomination with the nominee’s name and 25 signatures of ASGW members supporting the nomination. Please submit nominations by March 1st, 2007 to Ms. Carolyn Thomas, ASGW Nominations Chair, 9360 Vaughn Road, Pike Road, AL 36064. Questions may be addressed to Carolyn at cthomas@mail.aum.edu or 334-244-3437.