As a professor, I often measure time within the context of the academic calendar. Presently I am in the midst of concluding another school year. Among the variety of activities involved in wrapping up this year, I am supervising internship and teaching my department’s Group class. As a result, I am quite immersed in termination issues. I am also keenly aware that my ASGW presidential year is coming to an end. Today I am writing my final column as President, and I find myself reflecting on the past year, while also looking ahead to the transition to a new role as Past-President.

It has been a pleasure to serve ASGW as President. The past year has been exceptionally meaningful to me. Without a doubt, the year has been busier than I anticipated, but I cannot imagine a better experience. There are so many people who made this year positive and productive. I spent every day seeing evidence of collaboration and shared leadership. I would like to extend many, many thanks to the Executive Board, committee chairs, and committee members for your hard work and dedication to ASGW. I really felt your support and am so appreciative to be part of this organization. I remain inspired by the history of ASGW and our members who have helped shape (and continue to influence) our profession and association and also by the members who are new to our division. Thanks to all of you!

In my previous column, I provided a general overview of ASGW-related activities that were planned for the 2009 ACA Conference. Well, we had a fun and successful convention, and I would like to share some highlights of our division functions in Charlotte. We had a full schedule of ancillary meetings during the conference (and a two-day executive board meeting just prior to the convention), including a leadership team meeting and general business meeting. In addition, the Research, Professional Development, and Branch Committees and the JSGW Editorial Board met with their respective groups to address their functions and to foster collaboration on research, practice, and/or service activities. Another big event was the annual awards luncheon (please see the Awards section in this issue of The Group Worker). I would like to extend a special thank you to Jean Keim and Jenni Marshall, our ACA Convention Arrangement Co-chairs, for outstanding service in coordinating convention ancillary functions and to Taylor & Francis for generous sponsorship of the luncheon and editorial board meeting.

Other ASGW functions included two receptions, including the jointly-held reception with our colleagues from the Association for Counselor Education and Supervision and the Association for Creativity in Counseling; six ASGW-sponsored general education sessions; the Fellows Symposium, which featured an interesting and insightful presentation by 2009 Fellow Sheri Bauman; and the reemergence of the ASGW booth on “Division Row” in the exhibit area, coordinated by Stephanie Eberts and Amanda Wolfe, where we were able to begin advertising the soon-to-be-released activities book, Group Work Experts Share Their Favorite Multicultural Activities: A Guide to Diversity-Competent Choosing, Planning, Conducting, and Processing (edited by Carmen Salazar), and training DVD, Celebrating Diversity: A Counseling Group for 5th Graders, by Sheri Bauman and Sam Steen. Look for these new products available for purchase in the next month or two.

Events such as the recent ACA Convention in Charlotte provided wonderful opportunities to both establish and renew friendships and professional connections. With all of the competing functions at ACA, thank you for your support of ASGW ancillary events.

Whether or not you had the chance to attend ACA, I hope you will save the date for the 2010 ASGW conference in New Orleans. Plans are well underway for this exciting event that will be held February 18-21, 2010 at the Doubletree Hotel (on Canal Street). Jonathan Orr (ASGW Conference Coordinator), Don Ward

Continued on page 3
A Message from the President-Elect
Donald E. Ward

I hope that you are doing well as we move toward the long, warm days of summer. Our ASGW programs, meetings, and events at the ASGW Conference in Charlotte in March were meaningful and energizing. I was again pleased and excited by the ease with which and extent to which ASGW members and leaders renew our personal and professional connections and reach out to new members and potential members who wish to connect with ASGW activities for the first time.

I want each of you to know that I value your continued membership and believe that our organization will continue to provide excellent service and opportunities for involvement for our members through our revised webpage, journal, newsletter, books and DVDs, and personal connections through conferences, meetings, and conventions. Please continue to use all of the resources that fit your needs and consider contributing and or becoming involved in ASGW. We are and always have been a very welcoming and inclusive organization, very consistent with the current zeitgeist of a global community of people working together to strengthen others, while celebrating and learning from our differences.

I would like to describe my goals for my presidential year, which begins on July 1, 2009. Of course, I realize that member and committee initiatives will develop as well, but here are some areas I will be using to organize my approach. First, I intend to monitor and maintain the functioning of ASGW as an organization, including leadership, oversight, and support of the Executive Board and our many committees. This includes working toward efficiency of operations of the Executive Board, whose responsibilities have grown a great deal in recent years, as well as developing guidelines for how the board conducts business electronically. As you know, email and the internet have opened possibilities for collaborative work by boards and committees unimaginied not many years ago. On the other hand, the ASGW philosophy of openness and inclusion sometimes makes electronic committee work quite time consuming and cumbersome, as we sometimes attempt to reproduce complex face-to-face real-time discussions and decisions electronically. Our board is extraordinarily dedicated and committed to assuming responsibility for ASGW governance in order to support member and committee initiatives, and I plan to try to balance our responsibilities with efficiency. This goal also relates to some possible reorganization of responsibility, especially of our increased activity in producing and publishing DVDs, handbooks, and other materials. I also plan to very carefully monitor our financial strength as an organization. I am very pleased to report that ASGW seems to be in a solid financial position at this point, but in these highly volatile economic times, it is incumbent upon leaders to closely monitor and work to maintain financial stability.

My second goal is to encourage our members to work toward demonstrating evidence in our group work practices and especially in combining both the process-oriented approach to groups to which we are so dedicated with intervention-based approaches so prominent in today’s counseling and mental health practice. Interwoven with this goal is an emphasis upon developing and providing collaborative efforts to seek evidence of the effectiveness of our practice applications through research and clinical wisdom.

That second goal will be directly connected to my third goal, to host the 2010 ASGW Group Work Conference in New Orleans from February 18-21 with a theme of “The Art and Science of Groups,” which is meant to work to integrate group work practice and research by focusing on what works in groups and how we know and show it. Jonathan Orr and his committee are planning the conference, and the ASGW Research Committee is planning to help coordinate pre-conference sessions and other programs to highlight our quest to demonstrate the effectiveness of our work and to collaborate and network with other group workers in our efforts. All of this in New Orleans just after Mardi Gras should provide a wonderful professional collegial...
experience and an exciting personal experience of dining and site-seeing for members and their families who choose to accompany them.

I invite you to continue to benefit actively from your membership and consider beginning or continuing to participate even more in ASGW and its activities. If you have not done so already, you will find us a very inclusive and welcoming organization, always looking for ways to involve our members in the activities and governance of our division. The New Orleans ASGW Conference in New Orleans will provide an outstanding opportunity to begin, continue, or expand your involvement. So please mark your calendars and watch for upcoming announcements about how to register and reserve housing for the conference.

Finally, I want to again express my appreciation for having the opportunity to serve you as President-Elect. Please know that I value your work and interest in providing quality group work and that I will work to the best of my ability to support your continuing efforts. I hope that I will be able to meet or communicate with many of you over the next several years.

President-Elect Don Ward with President Lenoir Gillam

I would like to close this column by stating again what an honor it has been to serve as ASGW President. In the coming months as we transition to Don Ward’s presidency, I anticipate another year full of learning, connection, and fun. Best wishes to all of you for a safe and happy summer….

Association News

Group Practice and Research Network Update
Submitted by Janice Delucia-Waack

The Group Practice and Research Network (GPRN) met for the 2nd time on February 17th in Chicago prior to the American Group Psychotherapy Association Conference. In attendance were representatives from the following organizations: ASGW, AGPA, and Division 49 of APA (Group Psychology and Group Psychotherapy). Janice DeLucia-Waack, Past President, and Sheri Bauman, current journal editor, represented ASGW. The goal of this group is to help organizations that focus on groups to work collaboratively to promote effective group interventions. Several items were on the agenda for the day long meeting. In addition, several spontaneous discussions led to some productive efforts. Major highlights of the meeting are described below.

- It was decided that the GPRN should continue to meet yearly and rotate hosting of the meeting in conjunction with organizational meetings. In 2010, it is ASGW’s turn and we are in the process of trying to arrange a meeting prior to the ASGW Conference in New Orleans.
- There was a discussion about membership standards and categories of membership for each organization, similarities and differences. It was decided that further study should happen around core competencies and training standards set by each organization to possibly come to a joint decision about minimal standards for group leadership and training.
- While other divisions of APA have expressed an interest in working with GPRN group (i.e., Consulting, Psychoanalysis), it is important to include other organizations that focus on group work. The Association for Advancement of Social Work in Groups has agreed to join the group and other invitations are being distributed as well.
- Much conversation focused on how to promote effective group work within our fields as well as to public and regulating bodies. A plan was put forth to begin to organize and disseminate the literature on what works with groups. A subcommittee of members from each of the 3 organizations was formed to begin to plan such an effort. The tentative plan is to begin with a daylong seminar in 2011 that brings together experts in the field of group work to systematically review and summarize empirically validated group work. The goal would be to bring leadership of our organizations and practitioners to this event. Subsequent focus might include seminars for stakeholders such as regulatory agencies as well as written materials available to help practitioners provide effective services and also advocate for the recognition of the effectiveness of group interventions.

The GPRN is continuing to meet via phone conference throughout the year as a large group and in subcommittees to work on its goals and plan future events.
President-elect Don Ward received the presidential gavel from President Lenoir Gillam.

Louisa Foss received a President’s Award from Lenoir Gillam.

Janice DeLucia-Waack received the Past President Award from current President Lenoir Gillam.

Lenoir Gillam presented a President’s Award to George Leddick (accepted by Carmen Salazar).

Kimber Shelton received the Peg Carroll Scholarship, presented by Lorraine Guth and Kelly McDonnell.

Scenes from the ASGW Awards Luncheon at the ACA Convention

Charlotte, NC March 2009
Deborah Rubel (r) and William Kline (not pictured) received the award for the Outstanding Article in JSGW 2008 for their article “An Exploratory Study of Expert Group Leadership”. The award was presented by Sheri Bauman, JSGW Editor.

Michigan ASGW was awarded the Outstanding Branch Award. Arnold Coven accepted the award from Carolyn Thomas.

Sam Steen, Sheri Bauman, and Julie Smith (not pictured) received the Best Group Research Article of the Year 2008 award, presented by Deborah Rubel.

Allison Spargo received the Peg Carroll Scholarship. From left to right are Lorraine Guth, Allison Spargo, Catharina Chang of Georgia State University, and Kelly McDonnell.

Stephanie Eberts received the Vicki E. Bowman Outstanding Graduate Award, presented by Lenoir Gillam.
2009 Peg Carroll Scholarship Reflections
Submitted by Allison L. Spargo

Allison Spargo is a counselor education doctoral student at Georgia State University.

I would first like to express my gratitude to Peg Carroll for this award. It is truly an honor to be awarded in the name of someone who is a highly respected individual and an extraordinary group work leader. I would like to thank her and ASGW for their generosity and contribution to the development of group work. It is so meaningful for me to be part of a welcoming professional group such as ASGW. In addition to thanking Dr. Peg Carroll and ASGW, I must also mention some of my mentors who introduced me to the powerful nature of group work. My training in group work has been very strong. I have studied and learned with passionate group workers including Dr. Jonathan Orr, Dr. Lauren Wynne, Dr. Brian Dew, and Dr. Catherine Chang among others.

As we are surrounded by social and interpersonal groups and in my role as a counselor educator, I find all group experiences exhilarating, engaging, and educational. I enjoy challenging group members who may struggle with cultural dialogues to honestly discuss privilege, oppression, and the accompanying emotions we experience. I have researched two distinct types of groups to explore processes which encourage and impede growth. I investigated Masters’ level counseling supervision groups using qualitative methodology and found that most students interviewed experienced a benefit from group supervision with their peers. Students specifically described the support that their groups gave as they experienced various type of cultural discrimination at their site or with clients.

The second study used three qualitative tools to measure individual outcomes over time, group cohesion, and working alliance in ten experiential growth groups. I am most interested in these types of groups because they have an incredible impact on the development of counselors, group workers, and impact the way the public views counseling. As a counselor educator, I strive to provide strong foundational skills through education, in hopes that my students can maximize the working alliance and group cohesion, thus increasing the likelihood of favorable counseling outcomes in groups they lead regardless of group topic.

It is my pleasure and honor to be chosen as co-recipient of this prestigious award. I thank Peg Carroll and the ASGW committee for providing students with an opportunity to gain continued group training and I look forward to my continual involvement in group work practice, research, leadership, and training.

2009 Peg Carroll Scholarship Reflections
Submitted by Kimber Shelton

Kimber Shelton is a counseling psychology doctoral candidate at the University of Georgia and is currently completing a predoctoral internship at the Georgia State University Counseling and Testing Center.

I am honored to be the co-recipient of the 2009 Peg Carroll Scholarship. I would like to thank both ASGW and Peg Carroll for this award. I continue to be inspired by ASGW’s promotion of group work, but I am most impressed with the welcoming and energized spirit of ASGW members. I left the 2008 national conference and this year’s awards luncheon with a renewed commitment to group work.

My personal career goals are centralized around improving the quality of services provided to underserved populations. I enjoy facilitating groups because the group format provides a sense of community and creates an environment for interpersonal skills enhancement, which are consistent with the tenets of multiculturalism. My interest in multicultural group work has allowed me to pursue group experiences with LGBT individuals, ethnic-minorities, and women residing in a homeless shelter.

At the University of Georgia and now at Georgia State University’s Counseling Center, I have co-facilitated groups for LGBT students. I am glad to have helped create a safe space for LGBT students to process issues related to their sexual identity as well as issues encountered from being a college student. From these experiences, I walk away with a new appreciation for group member resiliency and have enhanced my skill in providing high quality services to sexual minorities. I am also excited that my co-creation of a manualized group program for LGBTQ youth at a detention center can help other counselors provide sound services to sexual minority youth.

Co-facilitating a Co-Ed African American/Black Support Group and an unstructured relationship group for culturally diverse students have been wonderful opportunities to help members create a community-feeling and gain support at a large college campus. It has been great to develop interpersonal process groups based on students’ needs and to utilize cultural strengths to help students reach their goals.

As I am invested in social justice, co-facilitating a group for homeless women and leading a Personal Awareness & Career Exploration Group (PACE), provided me with two different perspectives in viewing social justice issues. In one experience, I helped teach others how to advocate for themselves and the other experience focused on preparing counselors to be advocates for others. I am so thankful for the continued training I will obtain with the assistance of the Peg Carroll Scholarship and feel excited about my future career in multicultural group practice.
An emerging body of research shows group counseling as an effective method for delivering counseling services when addressing child and adolescent needs in school settings (e.g., Bailey & Bradbury-Bailey, 2007; Brannigan, 2007; Gerrity & DeLucia-Waack, 2007; May & Housley, 1996; Phillips & Phillips, 1992; Prout & Prout, 1998; Zinck & Littrell, 2000). Accordingly, group counseling interventions help large numbers of students identified by their teachers and parents as having personal/social issues, as well as academic difficulties (Gladding, 2003; Zinck & Littrell, 2000). Group work with adolescents continues to be a challenging and important area for counseling researchers. As a result, scholars should work diligently to develop further understanding of group treatment for children and adolescents (Truneckov & Viney, 2007) particularly within a school setting.

Achieving Success Everyday (ASE) Model

Given the focus on academic development in schools (ASCA, 2005), school counselors can best assist students by implementing group counseling models that simultaneously address personal/social and academic development (Brigham & Campbell, 2003; Steen & Kaffenberger, 2007). The primary purpose of ASE groups is to enhance students’ personal/social development while helping them to improve academic-related behaviors that contribute to success in the classroom (e.g., attending to tasks, completing assignments, asking questions). A unique contribution of the Achieving Success Everyday (ASE) group model (Steen, 2007) is the intentional integration of academic and personal-social development using psychoeducational and counseling components. Using the ASE group model, counselors teach students strategies to address their personal/social concerns and their academic difficulties. Counselors also help students identify and build on their internal assets (e.g., achievement motivation, school performance) while drawing on external assets (e.g. caring supportive adults, high expectations) available within the school and surrounding community.

Achieving Success Everyday (ASE) groups integrate goals to improve students’ academic and personal/social development.

These goals may be selected from the ASCA National Standards for School Counseling Programs (ASCA, 2005).

Examples of academic goals are:
Students will:
- Increase learning behaviors
- Achieve school success
- Improve academic self-concept
- Acquire skills for improving learning

Examples of personal/social goals are:
Students will:
- Learn to communicate feelings
- Learn strategies to advocate on behalf of self
- Learn to identify internal and external assets
- Learn to deal with events that provoke negative emotional responses

Group Development in ASE Groups

The ASE group model consists of six phases: assessment, review, acquaintance, challenge, empowerment, and support. These phases develop across the lifespan of the group with specific phases occurring during the beginning, middle, and ending stages of the group’s lifespan (See Table 1). The assessment phase occurs prior to the beginning of the group whereas the review and acquaintance phases occur at the beginning of the group. The challenge and empowerment phases occur during the middle of the group. The group concludes with the support phase. The group phases are presented sequentially although they may overlap. Each session of the group is comprised of an introduction, a personal-social component, an academic component, and a closing.

The assessment phase occurs prior to the start of the group and is instrumental in selecting the potential group members. During the assessment phase, the school counselor gathers information from teachers, parents, and the student for use in assessing the student’s academic and personal/social strengths and difficulties. This information may be collected using surveys or at faculty meetings, parent information meetings, or parent-teacher conferences. School
counselors may choose to design their own surveys or to use instruments that are available in the literature. As an example, the Learning Behaviors Scale (LBS) (Myrick, 2003) can be used by counselors to identify student strengths and weaknesses that can be addressed during the group intervention. Some statements from the LBS include: “student participates in class,” “student follows directions,” and “student starts assignments.” Teachers and other school personnel rate students using a Likert scale (i.e., very often, often, sometimes, seldom, and very seldom) to highlight behaviors to which the school counselor should attend during the group. School counselors should use the data to identify those most in need of services and to help construct the actual group goals, objectives, and lessons.

The review phase primarily takes place during the early sessions of the group. The school counselor reviews the group’s purpose and goals, ground rules (e.g., confidentiality), and helps students identify individual goals. The school counselor may also review data collected from the assessment phase and share the results with the group members. These data can be used to drive discussions about the purpose of the group’s meetings, the potential benefits, highlight that students may be experiencing similar difficulties, and normalize their concerns.

In the acquaintance phase, the school counselor facilitates connection amongst the students to provide a cohesive environment. The counselor encourages all students to begin actively participating in the group process and helps them to discuss positive self attributes in meaningful ways. One strategy to increase students’ comfort in sharing in the group is exploring uncertainties regarding confidentiality. As the group progresses from the beginning stage to the middle stage, school counselors should spend a few minutes at the beginning of each session helping students reconnect with each other. However, over time, it will become less necessary to do so as members become more familiar and willing to engage one another.

Also during the acquaintance phase, the school counselor should model appropriate interpersonal skills and help students learn how to communicate effectively. School counselors can use engaging activities to encourage students to connect and communicate with each another. Some feasible activities include sentence completion exercises, pair-and-share (i.e., pairing up with another member and then sharing the information with the entire group), or a team drawing activity where students in groups of two or three collectively work on an art project that represents aspects about them. These activities will promote safety and self disclosure among students by highlighting their similarities with one another and examining their differences.

During the challenge phase, school counselors teach group members productive ways to clarify or confront their own unwanted behaviors and those that they recognize in other members. To facilitate constructive confrontation, school counselors will need to model and teach students how to give productive feedback (e.g., stroke-sting-stroke). In this phase, school counselors also should help students explore their feelings of the feedback about their behaviors. Counselors should use their group leadership skills to confront or challenge inconsistencies, negative behaviors and thoughts, and students’ misconceptions regarding issues raised during previous sessions.

During the empowerment phase, school counselors should focus on providing students with knowledge, strategies, and skills to deal with academic and personal/social obstacles. Empowerment is defined as a process of increasing personal, interpersonal or political power in order for an individual to take appropriate action to improve their lives (Hipilito-Delgado & Lee, 2007). Empowerment is used to help students identify and cultivate personal strengths and take initiative to overcome personal challenges. School counselors can help students recognize their potential to make changes in their lives that they may not have
noticed before. School counselors also help students recognize and explore their internal and external assets. In addition to utilizing asset building activities, school counselors should help students brainstorm unique and creative ideas to overcome their personal or academic challenges.

In order for school counselors to facilitate student empowerment, they must recognize the role that environmental and societal presses (e.g., poverty, institutional racism, stereotypes, and negative and unhealthy school climates) play in children’s lives. Furthermore, empowering children necessitates that school counselors see students from a strength-based rather than a deficit perspective; that is, they must identify the strengths in all children regardless of gender, class, race, religion. Hence, school counselors who effectively empower children have a positive view of children and work diligently to confront their own biases and stereotypes.

The support phase is used to bring closure to a group. During the support phase, the primary focus is on helping group members support each other as the group draws to an end. School counselors should facilitate a discussion about students’ initial goals established early in the group, how their goals may have changed, and whether they had accomplished their goals. They should also encourage students to give feedback about areas of growth observed in one another. School counselors also help students identify supports and resources within and external to the group to help them accomplish their goals. They should lead students in discovering resources available within the group (e.g., acceptance, enhanced self-esteem), within the school (e.g., a supportive adult in the school), and within their family and community (e.g., positive role models, youth or community groups). Counselors can brainstorm with students how they may draw on these resources for support as they work toward their goals and as the group terminates. A discussion of external resources during group sessions and at the conclusion of the group can help increase long term positive results for students (Steen & Bemak, 2008). Finally, as the group comes to a close, school counselors should help students explore and celebrate their accomplishments.

**Diversity Issues in Groups in Schools**

Racial and cultural issues are endemic to schools and many students confront structural inequalities that threaten to undermine their best efforts at school success. Relative to students attending affluent schools, children from poor and minority households are more likely to:

1. confront low teacher expectations as well as racial, ethnic, and class-based biases (Cholewa & West-Olatunji, 2008),
2. have access to fewer accelerated courses and programs (Bailey & Bradbury-Bailey, 2007),
3. experience overrepresentation in special education (Blair & Scott, 2002) and underrepresentation in gifted education programs (Henfield, Moore, & Wood, 2008),
4. attend under-funded schools with inadequate resources (Kozol, 1991), and
5. experience disproportionate levels of suspension and expulsion (Skiba, Michael, Nardo, & Peterson, 2002).

Yet, the prospect that students would remain disaffected by these differences seems untenable, primarily because schools operate as a microcosm of society and these issues erode students’ social and psychological well-being (Cholewa & West-Olatunji). School counselors must be cognizant of these issues and be prepared to initiate and/or respond to concerns that arise within the context of group work. The counselor’s preparation and training in group work and ability to respond authentically to student concerns may bridge potential ruptures and schisms that originate in school or within the community (Brinson & Lee, 1997). In other words, group work is one mechanism that can be used to foster students’ academic, career, and personal/social development.

**Case Example: A Cross-Cultural Group for Eight Graders with Poor Academic Performance**

An example of an application of the ASE model to addressing poor academic performance is presented here. The example includes the background and development of the group, its purpose and goals, and a sample session. For a complete example of this proposal please see Bryan, Steen, and Day-Vines, (2009).

A middle school counselor was presented with 42 eight grade students on her caseload who failed two or more core subject areas at the conclusion of the 1st marking period. These students were from a variety of racial and ethnic backgrounds (White, Latino, African American, etc,) and in some cases the population included students from lower socio-economic statuses. The Achieving Success Everyday (ASE) group model was the preferred method because of the focus on academics that occurs along with attention being given to personal-social development. The school counselor also decided to integrate Culturally Relevant Bibliotherapy (Day-Vines, Moore-Thomas & Steen, under review) in the group activities because of the racially and ethnically diverse group members as well as the potential for engaging students in literacy initiatives.

**Assessment Phase**

First the school counselor collaborated with the administration team to decide how to collect additional student data. Based on the administration’s recommendations, the school counselor met with the eight grade teachers and provided a counselor-created survey asking questions about students’ learning behaviors and their academic and personal successes and difficulties. The school counselor also interviewed each of the students and had them complete two surveys created by the counselor to pre-assess students’ academic achievement and personal-social development needs. After meeting with the students individually, the school counselor divided the 42 students into seven groups with six students each. The school counselor will meet for 45-60 minutes with each group for six sessions.
Group Purpose and Goals
The purpose of this group is to promote students’ academic and personal-social development utilizing culturally relevant bibliotherapy. The students will increase learning behaviors, improve academic self-concept, and improve overall GPA. Students will also learn communication strategies, self-advocacy skills, and internal and external assets that are available to them.

Sample Session Outline: Review Phase

Session Name/Topic: Ground rules and goal setting

Objectives: To generate a list of ground rules, to define short and long term goals, to discuss the number of group sessions.

Materials Needed: Poster Board, Markers, and Dreams, by Langston Hughes

Introduction/Review:
- Ask students to discuss: (a) why they thought they were attending the group, (b) would they be interested in working together to become better students, and (c) would they be interested in learning strategies to deal with different issues students encounter.

Personal/Social Component:
- Brainstorm with students ground rules that all members would be willing to follow.
- Be sure to stress and explore the issue of confidentiality. Encourage the students to discuss their experiences with their parents and teachers in a general manner. Generate a list of generic responses group members can use to ward off classmates outside of the group who inquire about why they are attending.

Academic Component:
- Have volunteers orally read the poem entitle Dreams, by Langston Hughes.
- Have students summarize the poem and share their reactions to the poem. What kinds of dreams do our students in this school and community have? Be sure to help students evaluate the merits of their dreams and expand their dreams.
- Ask other questions such as: What kind of dreams do you have? How will you get there? What are the next steps to take to achieve the goals? How are you going to get help from others? What are you going to do to enlist the support of others?
- Explore the definition of goals. Describe the difference between short term and long term goals.
- Discuss the poem’s content in relation to goals and goal setting.

Closing:
- Inform the students the number of sessions the group will meet.
- Have the students share one new insight that they had within the group today.

Conclusion
The ASE group counseling model is one example school counselors can use to address the needs of underachieving students within educational systems. It is my hope that practitioners and researchers will continue to develop group counseling models appropriate for the unique needs of professional school counselors and the students they serve.

References
The Group Worker Page 11

At the American Group Psychotherapy annual conference in Chicago on February 19, a panel presentation by authors of five group journals was on the program. Sheri Bauman represented the Journal for Specialists in Group Work, Zipora Shechtman represented Group Dynamics, Les Green represented the International Journal of Group Psychotherapy, Michelle Collins-Greene and Dominick Grundy were the representatives of Group. Participants were interested in publishing their work and had an opportunity to ask questions of the panel. Sheri Bauman hopes to see manuscripts submitted by some of the attendees.

The members of the Journal for Specialists in Group Work editorial board are essential to the production of a high quality journal, and they perform an invaluable service. The ASGW Executive Board has confirmed the appointment to the JSGW editorial board of the following new members, effective January 15, 2009. They are: Donald Anderson (Radford University), Victoria Bacon (Bridgewater State College), Cheryl Holcomb McCoy (Johns Hopkins University), Patrice Keats (Simon Fraser University), Nathalie Kees (Colorado State University), George McMahon (Georgia State University), Wendy Moss (Private Practice), Deborah Rubel (Oregon State University), Sophie Woo (Asian University, Taiwan), and Gabriel Schlomer (University of Arizona), statistical consultant. In addition to these new board members, these board members will serve an additional three-year term: Andrea Dixon (University of Florida), J. Scott Glass (East Carolina University), and Kelly McDonnell (Western Michigan University).

Do you wonder what happened to the manuscript you submitted to a journal when you have no word for months and months? At the Journal for Specialists in Group Work, average time to first decision is only 48 days! All management of manuscripts is online, allowing you to check the status of your submission. The Journal for Specialists in Group Work is seeking high quality manuscripts for consideration for publication. Manuscripts are welcome in the following categories: Practice, Research, Training, Reflections, and Commentary. To submit an article, go to http://mc.manuscriptcentral.com/usgw and follow instructions to create an account and submit a manuscript. For questions, contact Lia Falco, editorial assistant, at ldf@u.arizona.edu

New in 2008 and now available!

School Counselors Share Their Favorite Group Activities

A Guide to Choosing, Planning, Conducting, and Processing

This book is a compilation of over 65 group activities that represent a variety of types of school counseling groups on topics including career awareness and planning, grief and loss work, school transition, diversity promotion and many others. Groups for elementary, middle, and high school are included to provide plenty of creative ideas for conducting effective school counseling groups. Members of the Association for Specialists in Group Work have shared many of their favorite group activities in this useful volume.
The committee once again pursued its mission by offering a 90 minute training module at the 2009 ACA conference in North Carolina on March 23. The program provided opportunities for expert and novice clinicians to dialogue and share information around Best Practices and diversity using a fishbowl format. In addition, the committee will present the program to the Central Florida Association for Marriage and Family Therapists in October in an effort to foster collaboration with other professional organizations.

Our final task this term has included clarifying the committee name (Ethics/Best Practices) and working with the by-laws committee to make the necessary changes in the revised by-laws.

If you are interested in becoming involved in this committee please contact Valorie Thomas at vthomas200@aol.com or 407-644-0821, Rollins College/Adjunct faculty.

Welcome

ASGW warmly welcomes the following new members:

Gwendolyn Allen-Smith, Alabama
Traci Floyd, Alabama
Jane Turnbull-Humphries, Alabama
Sandra Guilfoyle, Arizona
Gabriel Schlomer, Arizona
Lynne Thomson, California
Gregory Furuiye, Colorado
Nathalie Kees, Colorado
Reginald Moore, Colorado
Maureen Murphy, Colorado
Melissa Jones, Florida
Jonathan Ohrt, Florida
Wendy Simpson, Florida
Michael Sunich, Florida
Kathy Gaines, Georgia
Valerie Gill, Georgia
Ann Keller, Georgia
Paul Weaver, Georgia
Jacquelin Wilson, Georgia
Amanda Wolfe, Georgia
Ann McCaughan, Idaho

Lisa Campbell, Illinois
Laurie Moffitt, Illinois
Asher Pimpleton, Illinois
Penelope Preston, Illinois
Richard Shaw, Illinois
David Adams, Indiana
Carolyn Henrikson, Louisiana
Laurie Brassard, Maine
Kie Anderson, Maryland
Cheryl Holcombe-McCoy, Maryland
Theresa Coogan, Massachusetts
Heather Bartlett, Michigan
Nick Frankforter, Michigan
Glinda Rawls, Michigan
Robert Schumann, Michigan
Kristen Shankleton, Michigan
Sharon Swoish, Michigan
Brenda Arnold, Minnesota
Lacy Bailey, Mississippi
Ayesh Khurshid, Mississippi
Hasani Mhoon, Mississippi
John Southern, Mississippi
Tiffany Buchholz, Missouri
Ginger Dickson, New Mexico
Kimberly Parra, New Mexico
Matthew Day, New York
David Fletcher, New York
Matthew Galey, New York
Wendy Moss, New York
Marcie Evans Schulman, New York
Leslie Armenioix, North Carolina
Anna Cole, North Carolina
Elizabeth Conroy, North Carolina
Lew Hatcher, North Carolina
Julia Metcalfe, North Carolina
Eugenia Benson, Ohio
Karen Durgans, Ohio
Kristina Hasenyager, Ohio
Alvis Smiley, Ohio
Cornelia Wilson, Ohio
Lori Weatherholtz, Oklahoma
Jane Cebula, Pennsylvania

Sondra Moore, Pennsylvania
Martha Yablonsky, Pennsylvania
James Hammond, South Carolina
Nancy Lloyd, South Carolina
Virginia Magnus, Tennessee
Rita Meeker, Tennessee
Julia Ayraud, Texas
Melissa Earls, Texas
Fernando Fuentes Jr., Texas
Dwayne Gucconnie, Texas
Ronald Rust, Texas
Bipin Sharma, Texas
Patrick Smith, Texas
Daphne Riddle Swartz, Texas
Denise Daniel, Virginia
Tara Garland, Virginia
Margo Walter, Virginia
Samia Chaker, Germany
Samia Chaker, Germany
Christopher Kozlowski, Ireland
Vivian Gonzalez, Puerto Rico
Sophie Woo, Taiwan

The Group Worker
Published three times between the months of September and May by the Association for Specialists in Group Work, a division of the American Counseling Association, 5999 Stevenson Avenue, Alexandria, VA 22304.
Subscription to The Group Worker is included with ASGW membership. To join ASGW or to process a change of address write to ACA, 5999 Stevenson Avenue, Alexandria, VA 22304. All other correspondence should be directed to the Editor, Amy Nitza, School of Education, Indiana University-Purdue University Fort Wayne, 2101 E. Coliseum Blvd., Fort Wayne, IN 46805-1499, nitzaa@ipfw.edu

More Association News

ASGW Committee Update: Ethics/Best Practices Committee
Submitted by Valorie Thomas

The Ethics/Best Practices committee values continued and enhanced focus on the mission of ASGW with an ongoing emphasis this year on understanding and implementation of the Best Practice Guidelines. In 2007-08 the committee revised these guidelines to reflect changes in the 2005 ACA Code of Ethics. *The Best Practice Guidelines 2007 Revisions* were published in the June 2008 issue of *The Journal for Specialists in Group Work*, as well as posted on the ACA and ASGW websites.

Our vision in 2008-09 has continued to focus on providing education and training on the Best Practice Guidelines in order to increase and advance awareness of the guidelines, how to use them from a practical standpoint, and how to implement the guidelines in clinical practice. Utilizing a training template created in 2004, the committee continued to expand the emphasis of training in 2008-09 by developing and presenting a session for the 2008 ASGW conference in Florida entitled “Best Practice Guidelines: Examining the Role of Diversity in Group Work”. In addition, we have enlarged the presenter pool to include interested emerging leaders.

If you are interested in becoming involved in this committee please contact Valorie Thomas at vthomas200@aol.com or 407-644-0821, Rollins College/Adjunct faculty.