I. OUTLINE: Group Essential Knowledge

A. Advantages of group counseling
   1. Some people feel a sense of safety because there are other people that the counselor can focus on, thus the individual can "hide" for a while until he/she can risk joining the group discussions or activities.

   2. There is intense learning experience both Vicarious and Direct. Through observation and identification with the group, members will learn …:
      a. To see and feel the struggle and resolution.
      b. To internalizes the message.
      c. Through observation of healthy behavior modeled by the leader and strived for by the members, the individual learns, remembers, and can later initiate behavior that he/she has observed.
      d. That support and acceptance by a group of people provides a strong sense of belonging.
      e. That this helps to meet intimacy and relatedness needs.
      f. That this promotes growth.

   3. Interactions with others in a safe environment can:
      a. Promote the learning of healthy interpersonal relationships.
      b. Allow the practice of new behavior before trying it in the "real" world.
      c. Permit honest feedback that guides the individual.
      d. In group, an individual is expected to be concerned about other members.
      e. Prevent an unhealthy self-centeredness.
      f. Prevent blowing a problem out of proportion because others are sharing equally trying or more difficult problems.
      g. See that groups are cost-efficient because more people can be seen and helped by one counselor.

B. Disadvantages of group counseling
   1. Each member actually receives less attention.

   2. Without proper leadership, the group may choose a member as a scapegoat and vent hostility upon him/her, thus harming the individual.

   3. A group leader and group norms can develop which do not promote individual growth.

   4. The counselor has less control and power as compared to individual sessions.
      a. There are more stimuli to process and react to.
      b. Group peer pressure can move an individual toward negative values that he/she is struggling against.
      c. Members may challenge the counselor for the leadership role through verbal attack, insults, and patronizing.
      d. The counselor may suffer from a sense of exclusion.
      e. The counselor's influence may appear to be less powerful.
      f. If the group is composed of members from diverse racial, cultural, or other backgrounds, the tendency for isolation increases: People may feel unsafe in the group, frustrated and angry, and/or that the group doesn't meet their needs. This can inhibit the
individual's ability to progress through the necessary group development stages of compliance, identification, and internalization.

C. Twelve-step programs and group counseling
1. A counselor can help a client understand interpersonal relationships in twelve-step programs.
2. The group explores other issues and teaches about alcohol.
3. Being in twelve-step programs and group counseling at the same time does not create a problem for client.
4. Encouragement from a group to join a twelve-step program is helpful in deciding to attend twelve-step program meetings.
5. Twelve-step programs are an effective aid to group counseling for most alcoholics.

D. Assumptions of new group members
1. New members frequently have expectations that are not the same as those of the leaders or other members.
   a. To prevent dropping out or displaying disruptive behavior, these expectations must be explored and clarified before the client is accepted into a group, or during the first session.
   b. To decrease misunderstandings, an orientation should be held before a new client reaches the group, or during the first session. The orientation should include:
      1) Establishing group ground rules
      2) Statements about the purpose of the group
      3) Statements about expectations of group members

2. Assumptions about the leader:
   The leader is seen as a trained expert who is not a group member. Though the leader is a trained professional, he/she must make it clear that he/she is human and still has normal problems so he/she won't be seen as god-like and someone that members cannot relate to.
   Leadership styles:
   a. He/she may choose to remain an uninvolved observer with little self-disclosure.
   b. He/she may actively participate in the group with a lot of self-disclosure (generally viewed as inappropriate).
   c. No matter how much the leader shares, he/she still has the role of leader.
   d. He/she will never be truly just another member.

3. The need for confidentiality needs to be addressed directly.
   a. There is no way to enforce confidentiality among members so they need to realize its importance and maintain it based on its own value, not outside punishment
   b. Broken confidentiality leads to broken trust

4. The client needs to recognize that uncomfortable thoughts and feelings are often necessary to grow.
   a. Many people want to be better, but do not want to pay for it in effort, pain or discomfort.
   b. Clients come to realize that there will be some uncomfortable moments during the growth process.
E. **Therapeutic factors**

1. There are dynamic forces within the group that promote a healing change.
2. According to Yalom, there are 12 factors that help group members change. These are all factors that need to be present in a group to help group members grow. Perkinson gives a list of ten characteristics that overlap. (page 74).
   a. Instillation of hope - the person must feel there is hope to solve his/her problems.
   b. Universality - the person must feel he/she has a problem common to others.
   c. Imparting information - an informed person is better able to cope and think through new problems.
   d. Altruism - caring about others decreases an unhealthy self-absorption.
   e. Corrective recapitulation of one's family - members behave the way they did while growing up in their families. Through group process, they learn healthier ways to behave.
   f. Development of socializing techniques - the person learns how to interact with people.
   g. Imitative behavior - the leaders and group members are role models of healthy behavior for newer members.
   h. Interpersonal learning.
   i. Notices new interpersonal skills.
   j. Group cohesiveness - when members feel a sense of togetherness, they are more willing to attend, participate and help other members and defend group rules.
   k. Catharsis - after a person has a release of intense emotions, he/she may be freer to use information and new experience to grow.
   l. Existential factors (self-responsibility) - the person owns responsibility for his/her own thoughts, feelings and behaviors.

3. Factors critical to participant outcome are:
   a. Commitment to participation
   b. Commitment to sobriety (if appropriate)
   c. Regular and timely attendance
   d. Completion of the group
   e. Trusting the confidentiality of group members

4. It is important for a group to release energy and interest through activities such as:
   a. Active, verbal participation in discussions
   b. Structured exercises which:
      1) Can be used as decelerating devices to calm the group
      2) Can help people get in touch with some suppressed emotions
   c. Role-playing, e.g., acting out dialogue and situations
   d. Values clarification activities

5. Membership boundaries identified
   a. Open group membership - group will have new members joining at various times, therefore recurrent themes will surface.
   b. Closed group membership - group has a fixed number of participants throughout the life of the group.
II. Stages of Group Development. Depending on the theory model, groups can go through the same process each time a new member enters and may also have recurrent themes which intensify as group changes. The following represents one model Yalom (1985).

A. Initial Stage of Group
1. Each member is concerned about: **Acceptance, Identity, Power, and Intimacy**
2. To begin answering these concerns, each member begins to test the group.
   a. Participation is hesitant
   b. Members depend on the leader for guidance
   c. Discussion tends to be more superficial; for example, the small talk of a cocktail party
   d. Giving and seeking advice frequently occurs
   e. Members are sized up and tested
      1) Members sense motivation in one another and this seems to be very important for mutual acceptance - trust must be established before the group can move onto other business
      2) To facilitate the resolution of members' concerns and promote the development of trust, the leader must model (Perkinson pg74, Gorski, pg 24-25):
         a) Caring
         b) Genuineness
         c) Openness
         d) Acceptance and respect
         e) Listening
         f) Instilling hope

B. Transition stage
1. Though members continue to struggle with issues from Stage One, the focus shifts to: **Dominance, Control and Power**
2. As members struggle to become a group, conflicts arise:
   a. Each person wants his/her needs met
   b. Some feel uncomfortable in a non-leadership position which is a less powerful and less controlling one than the leadership position
      1) Some try to gain power by challenging the leader
      2) Some try to gain power by allying with (befriending) the leader
   c. There tends to be a lot of defensiveness, resistance, and anger
   d. There is a lot of attack-withdrawal behavior among some members
3. Throughout this process, members become more committed to the group and more open
4. To facilitate members’ passage through this stage and onto greater trust, the leader must:
   a. Remain non-defensive, especially when attacked
   b. Help the group see what is going on
   c. Encourage healthy behavior: **Acceptance of others, Respect, Helpful feedback, Healthy disagreement, Self-disclosure, Self-exploration.**
C. **Working stage**
1. The group has emerged from its conflicts with a sense of oneness and cohesiveness.
2. Members show: **Spontaneity; Honesty; Acceptance; Responsibility; Self-disclosure; Constructive expression of hostility and resentments; Encouragement of others; Less dependence on the leader; More equality among members; Appropriate confrontation of one another.**
3. Group members address these issues: **Responsibility; Taking risks; Becoming more open; Group cohesiveness; Trying new attitudes and behaviors to resolve problems.**
4. The group develops its standards for membership, and all members are willing to meet these standards.
   a. Group patterns of behavior are determined by the norms that have been described and accepted with the group acting as the agent of change.
   b. A sense of feeling valued, understood, and accepted has developed.
      1) There is a genuine concern for others.
      2) There is a commitment to solve one's own problems and help others solve theirs.
      3) There is less tendency for members to terminate before it is appropriate.
5. The leader needs to:
   b. Focus appropriately on "here and now" within the group and model healthy confrontation.
   c. Facilitate discussions.
   d. Propose alternatives and examine consequences.
   e. Help shift learning from inside to outside of the group.
   f. Encourage risk taking in the real world.

D. **Final stage**
1. Termination is an integral part of the counseling process and is an important force in the process of change because it prepares the members for post-group independence, emphasizing process, not an event (i.e., the last meeting).
2. The group or individual members terminate when his/her goals have been achieved.
   a. However, a group can place subtle pressure on a member not to terminate.
   b. Some socially isolated clients may postpone termination because they use the group as a social group.
   c. In a group with a preset number of sessions, the client's goals may not be met.
3. When a group is nearing termination, members may:
   a. Deny that the group is ending.
   b. Resort to old, unproductive behavior with original symptoms. Example: The member expresses a fear of resuming drinking, to which the leader asks him/her to review the ways he/she handled situations that have triggered past desires to drink.
   c. Review significant events of the group.
   d. Assess what the group has accomplished.
   e. Indicate that the group is more important than ever.
4. The leader needs to help members:
   a. Finish any business.
   b. Express feelings about termination, but not a catharsis. This usually includes feeling of loss.

5. The leader does not:
   a. Ignore members' concerns in group and deal with them in individual sessions. Concerns should be handled as a group.
   b. Ask the group how they want to end the group.
   c. Provide opportunities for the group to socialize afterwards to renew relationships. The group's purpose is not socialization, but problem-solving over a limited period of time.

6. When the group is over, the members will look back on the experiences and remember the counselor's presence and support, not individual intervention.

III. Group Process

A. Group process is the continuing development of the individual member and the group as a whole, which involves many changes.

B. There are three necessary processes an individual must go through in order to allow the group to be helpful:
   1. Compliance
      a. The new member decides to allow the leader and other members to help him/her.
      b. He/she decides to join in the work of the group.
   2. Identification - as the new member starts to form relationships with the leader and other members, he/she begins to identify with their issues, concerns and solutions.
   3. Internalization - by working through emotionally-laden issues with the help of the group, the individual learns new attitudes, concepts and behaviors. A client's ability to reorganize and identify feelings has a great deal of impact on other members of the group. When he/she is able to reorganize harmful behaviors and self-correct them, he/she has internalized (taken in) the lessons. He/she can then transfer these lessons to the real world.

C. The counselor's role
   1. To move the individual through the three processes, the leader attempts to help him/her accept the following truths:
      a. "Only I can change the world I have created for myself."
      b. "There is no danger in change."
      1) Some clients do not change their behaviors, even though they want to, because they fear their worlds will collapse if they do.
      2) The leader works toward helping the individual perform the feared behavior in group (if appropriate) so that the client will learn that the world will continue after the behaviors. "To attain what I really want, I must change." The leader helps the client to clarify what is important to him/her and to see how his/her current behavior is self-defeating.
c. "I can change; I am powerful."
  1) If the client has accepted that he/she is responsible for him/herself, there
     is nothing to fear from change.
  2) Change will lead to fulfilling his/her needs.
  3) He/she feels capable of making the necessary changes.

2. At this point, the counselor leads clients through four steps that promote change:
   a. "Here is what your behavior is like."
   b. "Here is how your behavior makes others feel."
   c. "Here is how your behavior influences the opinion others have of you."
   d. "Here is how your behavior influences your opinion of yourself."

3. Changes occur by the counselors (or other members) making process statements
   through:
   a. Feedback
   b. Questions
   c. Self-observation

4. To understand the dynamics of group process, the counselor needs to:
   a. Attend to issues such as:
      1) Seating arrangements
      2) Posture
      3) Behavioral cues
      4) Non-verbal expressions
      5) What is not said
      6) Membership diversity issues
   b. Assess the mood of the group by focusing on:
      1) The "here and now" of the group
      2) Power issues
      3) Overcoming resistance to change
      4) Verbal and non-verbal communications

5. It is important to help a client realize that "there is no danger in change" because,
   though he/she wants to change, he/she often fears that life will fall apart if he/she changes.
   He/she must be helped by experiencing the change and then realizing that life will go on,
   usually in a better way.

IV. Leadership

A. Styles of leaderships
   1. Authoritarian
      a. The leader is viewed as an expert
      b. Communication is directed through the leader. There is no direct interaction
         with other members.
      c. Used by a leader who:
         1) Takes a psychoanalytical approach
         2) Uses an educational model
      d. Leader is responsible for the success of the group
2. Democratic
   a. The leader is viewed as a facilitator
   b. Communication flows both ways:
      1) Between leaders and members
      2) Among members
   c. Used by a leader who takes a humanistic approach
   d. Leader shares responsibility with members for direction and success of the group

3. Laissez-faire
   a. The leader does not take on the leadership role but acts as a member. This is in essence a leaderless group.
   b. Communication flows among the members
   c. Used by leader who:
      1) Is uncomfortable in the leadership role
      2) Is imitating a leaderless model in which group members fend for themselves and in the process come to terms with authority issues and other childhood issues. Frequently this type of group is unproductive because the group has no guidance to help the development stages. The exception is for those groups which are purposely creating a leaderless group to assess who will develop into the leader.

B. Functions of the leader
   1. Emotional stimulation - to provide Challenge and Confrontation, Caring, Support, Acceptance and Praise.

   2. Meaning attribution (explanation of the world)
      a. Concepts (thought framework)
      b. Explanation
      c. Interpretation

   3. Execution function
      a. Limit setting
      b. Time management
      c. Interceding

   4. Yalom suggests that the most successful groups are conducted by leaders who show:
      a. A high caring level
      b. A high meaning attribution level
      c. A moderate emotional stimulation level
      d. A moderate executive function level

C. Leadership techniques
   1. In order to effectively lead a group, a leader should:
      a. Be able to guide group interaction and structure
      b. Volunteer to be a participant in a group experience
      c. Encourage members to behave in a particular way
      d. Provide feedback on a member's behavior
      e. Arouse tension in the group in order to uncover hidden conflicts and resolve them
      f. Be sensitive to cultural and ethnic differences among members
2. The leader intervenes in the group process to counteract such nonfunctional behavior as:
   a. Verbal abuse of another member
      1) By careful monitoring of the group, the leader can often prevent inappropriate expressions of anger, hostility, and scapegoating
      2) The verbal expression or prejudice (racial, sexual, cultural, etc.) is a form of abuse. The counselor must be able to effectively recognize and intervene in such situations.
   b. Rambling and story-telling which prevents genuine self-disclosure
   c. Harmful gossiping, especially about missing members, which leads to decreased trust
   d. Rescuing so another member cannot finish working out an issue
   e. Invasion of privacy which leads to decreased safety
   f. Withdrawal which blocks individual and group progress
   g. Boredom - if the counselor is bored, so is the group
   h. The subverting of group discussion by a member requesting a one-to-one session or refusing to talk except to his/her own counselor
   i. Domination by one member which leads to resentment within the group
   j. Minimizing the problem so the group or individual doesn't have to work on it
   k. Rationalizing - all thoughts, no feelings

3. The leader may use several techniques that are helpful in group.
   a. Group commentary
      1) Useful when the majority of members are engaged in counterproductive behavior such as silence, silliness, chatting and scapegoating
      2) Statements such as the following make the group address the issues it is avoiding
         a) "What's going on in the group right now?"
         b) "What is this silence saying?"
         c) "What are we avoiding by talking about the World Series?"
   b. "Here and now" focus - since the dynamics of the group reflect the member's interpersonal skills and issues that he/she uses in the real world, it is often helpful to direct the group's attention to a presently occurring situation to learn from it. Gaining the insight and skills to resolve the situation within the group will allow carry-over into the real world.
   c. Questions directed to individual members
      1) To resolve interpersonal issues
         a) "What do you feel about what Max said about not trusting you?"
         b) "What do you want from the group right now?"
      2) To include members into the process
         a) "What is your reaction, Ted, to the conflict between Al and Bill?"
         b) "How does it make you feel, Joe, when I laugh at your problem?"
   d. Role-playing new behavior - groups provide a safe place to practice new behaviors so the leader can direct members to perform certain tasks
      1) A member may be resolving a conflict that is causing difficulty both in the group and outside
         a) "John, I want you to tell Paul how his laughing at you has hurt you and made you angry."
         b) "Tell each member, Sue, if I trust you..."
2) A member may also practice for an upcoming situation in the real world via role-playing

e. Seeking insight
   1) Members are often not aware of their own thoughts and feelings and the impact of their behavior on others
   2) Requesting them to pause for assessment can lead to insight and behavior change
      a) "When you do this, how do other people react to you?"
      b) "When you do this, what are you hoping will happen?"

f. Commonality - a leader can take one member's problem and either ask if others have had a similar experience, or generalize about it so others can relate to it. This includes the other members in discussion.
   1) Shifts the focus from one-to-one back to group
   2) Helps the members feel connected and not alone

g. Self-disclosure by the leader
   1) To enhance discussion between group members
   2) To express feelings of anxiety or uncertainty about what's happening in the group
      Example: "I'm feeling confused about what was just said."
   3) To encourage discussion about anger
      Example: "I'm having some strong feelings about the anger expressed in this room. I'm wondering if others are experiencing feelings as well?"
   4) To share positive feelings about the progress of the group
      Example: "This group has really worked hard today."

D. **Interventions**
   1. Leader interventions are dependent on picking out the point of urgency at the appropriate moment to move the group forward
   2. Interventions include:
      a. Focusing the attention of the group on process issues
      b. Encouraging the group to stay in the "here and now"
      c. Putting responsibility for growth on the group
      d. Encouraging members to express feelings
      e. Suggesting the group move on to another topic if the discussion has become unconstructive
      f. Focusing attention on difficulties in the group's functioning
      g. Remaining silent to raise the tension level
      h. Provoking a discussion about a hostile atmosphere that exists in the group
      i. Interpreting
      j. Eliciting responses
      k. Directing members to activity
   3. When faced with group denial, the counselor needs to directly confront the denial in order to work through it so growth can continue
   4. When conducting groups and making interventions, co-facilitation (two leaders) can be useful
      a. The leaders complement and support one another
      b. The leaders can assume different roles
      c. It provides objectivity for each leader
      d. It can lessen the initial anxiety of the group
V. Problematic client behavior

A. Problematic client types

1. Silent client
   a. Silence is a behavior
   b. Silence may be saying that the client:
      1) Fears self-disclosure
      2) Is a perfectionist and will speak only when he/she can be perfect (which is never)
      3) Feels threatened by a member, the situation, or large groups of people
      4) May fear losing control
      5) May be trying to manipulate and control the group
      6) Is angry about being in the group
   c. In general, the silent client does not grow and change as much as the client who actively participates
   d. The counselor can encourage participation by:
      1) Inviting the client to speak
      2) Commenting on his/her non-verbal behavior
         a) It is important that the counselor and other members do not get caught up in a manipulative power struggle of "Talk!" - "You can't make me!"
         b) After a number of weeks of silence, if there is no movement toward more involvement, the counselor may choose to:
            (1) See the client in individual counseling also
            (2) Terminate the client from group
            (3) Creating group situations (exercises) which require participation

2. Boring client
   a. The boring client is frequently a frightened, inhibited individual who rarely takes risks and feels badly about him/herself
   b. He/she craves attention, but by demanding, timidly pleading, or droning, he/she drives people away.
   c. Since the client wants to be accepted by the group, he/she is rarely actively disruptive, says safe and predictable things and is rarely spontaneous
   d. The counselor and other members can encourage the client by:
      1) Reinforcing small risky displays of spontaneity
      2) Cheering the member on as he/she works toward release of inhibition by physical activity such as screaming or hitting a punching bag. This lets the client know that spontaneity and inhibition release (for this very inhibited person) is good and others will still accept him/her.
      3) Creating group situations (exercises) which require participation

3. Monopolizing client
   a. This person must have the majority of the counselor's attention
      1) He/she does not seem to notice other members' negative reactions
      2) He/she may belittle another's problem to regain attention.
      Example: "You think that's bad, you should hear what happened to me."
3) He/she feels that he/she has the most difficult problems of anyone in the group
   b. He/she may tag along on another member's statements by claiming some similarity and then shift attention to him/herself. Example: "I also went to a doctor once, but what he told me was far worse!"
   c. He/she cannot stand silence and will chatter or ramble to avoid it
      1) He/she will ask another member a series of questions
      2) He/she will ask for help and advice and then proceed to say why that won't work in this situation
   d. Other members may initially be relieved that there is a "talker" in the group so they don't have to self-disclose
      1) Soon they come to resent having little time and attention
         a) They may act out this resentment by dropping out of the group, making veiled attacks on the monopolizer, and missing group sessions
         b) Eventually, one member will usually attack the monopolizer in a fairly brutal attack, releasing weeks of frustration
      2) The rest of the group is supportive of the attacks
      3) The monopolizer feels demolished and possibly drops out
   e. To prevent the frustration-attack cycle, the counselor must address the issue early on
      1) It is appropriate for the leader to ask the group why they are letting the person do all the talking and work in the group
         NOTE: The leader's non-threatening, tactful approach places responsibility on the group for allowing the monopolizer's inappropriate behavior.
         2) In discussing the monopolizing behavior, the counselor must point out that compulsive talking "hides" the client. Less talking and more substance is the goal of the group.

4. Self-righteous client
   a. The goal of this client is to be right at any cost
   b. He/she has often struggled with life, yet has little to show for it
      1) Results in a sense of failure and shame
      2) These feelings are covered up by moral self-righteousness
   c. The client frequently appears poised and calm. He/she does not get involved in group process until he/she can take a moral stand which attempts to prove everyone else is wrong.
   d. In time, the group members become resentful and often attack the client who refuses to be shaken from his/her conviction of being right
   e. If the counselor can catch onto this client's behavior style before the hostility solidifies, he/she can help tune the group in to the client's inferior feelings
      1) The need to be right and the patterns of generating hostility are typical of adults who grew up in alcoholic or other dysfunctional families
      2) Knowing this information at the onset of the group can key the counselor into this potential behavioral pattern
5. **Hostile client**
   a. Most hostile clients use anger as a way to cover up fear. Hostility can also be the result of excessive stress; the counselor or group member reminding him/her of someone threatening; inappropriate treatment by the counselor or group members; and/or being mandated to the group.
   b. It is not helpful to the client for the counselor to:
      1) Avoid the hostility
      2) Allow inappropriate expression of the hostility
   c. The counselor must guide the client toward appropriate expressions for the hostility and help him/her deal with the underlying fears.
   d. The situation is complicated when one client is significantly different from the rest of the group, particularly in terms of race, culture, sex, or sexual orientation. It can be very difficult to be the only African American in an all white group or the only identified gay man or lesbian in a heterosexual group, especially if group members are largely ignorant of your culture/lifestyle and express prejudice (even unintentionally). The counselor must be skilled at assessing such situations and taking appropriate action such as:
      1) Referring the individual to a different group
      2) Recruiting more individuals to reduce the risk of isolation
      3) Encouraging the member to remain in group while the counselor establishes a safe environment where prejudices are a talkable issue.

6. **Co-dependent client**
   a. Frequently sacrifices his/her own needs in order to make sure other people are taken care of.
   b. In this way, they avoid real involvement with the group, covering up their own feelings or revealing only carefully chosen parts of themselves.
   c. They may feel a need to control the situation and will find it difficult to do so in a large group setting.
   d. Counselor can help co-dependents by promoting a feeling of safety in the group, uncovering the reasons for unsafe feelings, and focusing the co-dependent client on the here-and-now.

B. **Problematic client defense mechanisms** - client behavior which is meant to interfere with group progress is called blocking.
   1. **Type 1**: The client doesn't believe he/she can relate to the other members.
      a. The client is relating to the superficial aspects of others in the group who seem different from him/herself.
      Example: "If these people are all alcoholics, I can't possibly be one. I don't drink as much as they do."
      Example: "I can spend time helping others in group since my problems aren't as severe."
      b. If the client will stay for a few sessions, he/she will begin to see that underneath the different problems and faces, the feelings are similar and he/she can relate to them. He/she may still choose to run away using the excuse of "being different."
      c. A variation on the theme is the client who feels his/her problems are so different, no one could possibly understand.
2. **Type 2:** The quick thinker is valued in society, but if he/she refuses to move from thoughts to feelings, he/she will not grow.
   a. Some "intellectualizers" play the role of assistant.
      1) Wants to let others know of his/her vast knowledge of psychology.
      2) Clarifies and summarizes for the group, but does not share personal material.
   b. This type of client needs to be helped to turn off thinking and get into feelings.
      1) Sometimes he/she must be taught the difference between a thought and a feeling.
      2) Non-verbal exercises designed to bring out feelings can benefit this client.

3. **Type 3:** The client enjoys irritating others.
   a. He/she does this by:
      1) Not understanding
      2) Not remembering
      3) Breaking rules and pretending innocence
   b. This is essentially passive-aggressive behavior which he/she has learned to adopt when feeling helpless
   c. Confrontation usually does not work well because the client will outwardly profess innocence and inwardly delight in "Gotcha!"
   d. Teaching healthier ways to express anger, get attention, and get needs met may work if the client is willing to change his/her behavior.

4. **Type 4:** The client brings confusion to the group.
   a. In a hidden way, his/her intent is to control and manipulate the group.
   b. He/she is usually in crisis. When one issue is resolved, another is raised that is even more important.
   c. As with the monopolizing client, it is important for the counselor to identify this behavior pattern early in order to confront it and not let the individual dominate the group. Otherwise, the client will continually create a crisis.

5. **Type 5:** At times a client will arrive at an alcoholic and drug group intoxicated.
   a. The group leader asks the individual to leave immediately.
      1) The alcohol/drug use of the client is not the responsibility of the counselor or the group.
      2) It is the responsibility of the intoxicated client.
   b. The inebriation may be a way of acting out conflicts.
   c. The strongest clue that a group member may be at risk to relapse is when he/she shows a rigid compliance to the suggestions of the group regarding sobriety.
      1) It shows little thought on the client's part so there is no owning of the problem or solution
      2) It is impossible to do everything that everyone suggests so it is easy to become frustrated and toss it all away
   d. The appropriate use of a discussion on drinking, which may occur as the result of an intoxicated member, is to express feelings regarding use, society and slips.
Suggested reading material:


**Bibliography**