members come to fcel less ambivalent about the worker and relate
positively to him and their peers.

Group members, feeling more secure in the group at this stage
themselves, may be more accepting of individual differences, as they
perceive their usefulness in group functioning.   Members come to
realise that conflicts may be used constructively toward the achieve-
ment of purposes.

> During this phase, the predominant focus is on the
> problematic situations of members of the group, as
> these are connected with those of others and with
> the general purpose of the group   The focus is
> also on major group problems, tnose that are con-
> cerned with the functioning of the group as a unit.
> (Northarn, 1969, p.198)

In earlier phases of group development, problem solving activities
revolved around adapting to the new situation, exploring individual and
group problems (clearly identifying purposes of the group) and relating
to the worker.   At this stage problem solving activities involve a
greater focus on working through identified problems with members
becoming more effective in helping each other.

> Some working through of problems of behaviour that
> interfere with the successful performance of social
> roles is, in a sense, the major content of this phase.
> The varied aspects of failure to perform to the
> extent of the members' potentialities in one or more
> of their roles is brought directly into the group
> experience.   (Northen, 1969, p.199)

Crises may occur in any group's life and be induced by external
pressures, either with individual or group interaction with the environ-
ment, or internal pressures with changes in the worker or structure of
the group.

> All groups alternate their attention between working
> on tasks and on the relationships among members.
> This alternation occurs because efforts in behalf of
> the task which confront the group bring about strains
> in the socioemotional area.   A group can tolerate
> the accompanying tension and conflict only so long.
> The group then needs to turn its attention to the
> socioemotional area in order to reduce the strain.
> (Northen, 1969, p.206)

10.2 Demands on the worker

Sarri and Galinsky (1974) propose three main social worker functions
at this stage of a group's development: supporting modified leader-
ship structures in the group, supporting the group's efforts to cope
with pressures, and assessing progress toward individual treatment
goals.

Groups at this stage are usually characterised by a higher level
of integration, greater stability in goal directed behaviour and group
structure, and clearer norms, traditions and relationships. The
factors of increased mutual influence and goal directed behaviour
improve member satisfaction with the group.

Northen (1969) states that one of the worker's tasks is to assist
members specify intermediate goals for them to master in their efforts
to attain end goals.

> The practitioner's responsibility is to diagnose
> the shifting and changing relationships of the
> members with him and with each other, plan for
> means of building on the strengths of the members
> and the group, work with members to set goals for
> improvement in relationships, and contribute his
> own knowledge and skills to the group's efforts
> to cope with interpersonal problems as these arise.
> (Northen, 1969, p.196)

He assists members clarify developing norms and values in the
group, to establish desirable rules and to take mutual responsibility
for their enforcement. He gives support for norms likely to result
in goal achievement while questioning those unlikely to do so.

10.3 The research group: an analysis of process

Session 27

Harold and John arrived late for the first session of the token economy, running in to
the laughter of the others. They protested at losing a point on the behaviour schedule
but the worker did not change his position on the matter. The effects of the token
economy on the boys' study behaviours were immediately apparent, passive and disruptive   B14b
behaviours almost disappearing. The quiz period was for the first time easy to record
as it was conducted in an orderly manner. The boys were tremendously excited on being
rewarded with sweets for their efforts.

Session 28

A13a   In view of a crisis induced by external pressures on the group, no work on the token   B15a
economy system was completed this session. (see Chapter 12, p.163)

Session 29

Despite the group not having attained the necessary four hundred points, the worker
regarded it as expedient for the group to proceed with its 'reward' soccer match, in   B14b
view of its recent crisis.   The group won that soccer match.

Session 30

Only five boys attended the study period, Bruce and Roberto arriving very late.   The
low attendance may have been partly due to the recent crisis in the group induced by
Mr. T, and a consequent drop in group cohesion and trust in the worker.   This was
further revealed in a high level of tension (teasing, temper displays and foul play)
in the soccer at the end of the session.   However during the study period the boys
worked proficiently.   B14b

Session 31

Shortly after starting work in this session, one of the boys shouted that Mr. T was
coming.   There was feverish activity by the boys and by the time Mr. T arrived they

A11a
A12a were all seated quietly, reading.   Mr. T remained for about fifteen minutes making
A11e small talk and watching the group work - which in its endeavours to prove a point did
so without fidgeting or talking.   During the study period after Mr. T left, John,
Hector and Ivan lost points as they stared out of the window or disturbed others near   B14b
them.   While Hector conducted the quiz period Harold, Ivan, John and Edward inter-
rupted their peers and consequently lost points.

Steve, having previously refused to answer questions, was now making serious
A12a efforts to do so, asking for repeats of questions and doing his best to earn points.
His quiet behaviour in the session earned him points.   Eugene performed well in all
aspects of the schedule earning 32/38 points.

Altercations in the soccer game resulted in four points being deducted from the
group total (teasing and fighting).   In the previous session they lost twelve points
for this behaviour.

A11e   Having studied Geography for two sessions, the boys decided to study health next
session.

Session 32

A12a Health subject was studied.   B14b

Session 33

Only seven members attended, Hector and Eugene being sick, Charles and Tony being
absent.   Steve and Bruce lost points for arriving late.   The boys told the worker
that Mr. T was now saying "misbehaviour", "where's your behaviour sheet", "Mr. A's
A13a just bribing you" and "you are big boys and yet like children you have to have sweets
to work".   They told the worker the girls in class laughed at them when these things   B15a
were said.   The worker reflected that he thought bribery was for bad things - Edward   B15a
adding "yes, like paying us to rob a house".   All agreed it was not bribery.   The
worker explained he had introduced the reward system to try and make work more fun and
to give them something to work for.   No-one suggested the system be stopped.   Harold
A12a called the group to order and they started work, Steve, John and Bruce losing points
for staring out of the window.   During quiz time Edward often interrupted others, and   B14b
surprisingly Steve, who at one stage had refused to participate, tried so hard that he
often answered out of turn and had to be reminded by the worker that he was losing
points.   His rise in disruptive behaviours was in actual fact a relatively positive
change.   Ironically the token economy which was the vehicle for his change in effort,
now became a vehicle for loss of points.   However, learning self control was regarded

as an important goal for Steve.

      The boys earned two hundred and seventy-six points for the session, being very
excited over their progress as shown to them by the worker on their "behaviour graphs".   B14a
The worker praised the boys efforts, individualising Steve in the process.   While
trying to discuss the group's impending visit to the zoo, Edward kept interrupting and
talking about other things.   The worker relected it was hard for the group to make   B13b
A11d any decisions while he was talking about other things - the group told him to be quiet.   B13c

      Harold, leading quiz time in the group, emerged as a clear task leader.   B13a

Session 34

      Roberto having to make another trip in the late afternoon, sent a message that he would
A11a be unable to accompany the group to the zoo.   The group agreed unanimously that the
visit to the zoo be shortened to enable Roberto to come and the worker drove round to
fetch him.

      This revealed a marked change in attitude to responses to John and Bruce when
A11a they had a camping trip (session 16), and the others didn't want to change a soccer
match date to allow them to play.

      Ivan sent fifty cents to the group with his apologies, enabling him to maintain
a type of independent membership in the group - paying his way and so neutralising any
possible group actions for his absences.

      On route to picking up Roberto, the worker saw Tony playing with some older boys -
stopping, he called to him.   The worker told him that he missed him at group meetings.   B13b
Tony said he liked the group but Mr. T had told him he was wasting the worker's time
and thereafter he had not felt like coming.   The worker assured Tony this was not the
case, but although Tony said he'd return next session, the worker doubted he would.
At the zoo Steve and Roberto were the butt of some teasing, which upset them both.

Session 35

      Prior to the session the worker had approached Tony at school to ascertain his
intentions vis a vis future participation.   The group members confronted him, telling
A9b him to say "yes or no".   Tony replied he would attend this session - his failure to
do so being a clear message of not wishing to attend while being unable to verbalise
this to the worker or the group.   Despite plans to study health, the boys brought
A12a history books, probably aware that they were likely to earn more points on the token
economy on this subject.   Edward arrived late, thereby disturbing the group.   John   B14b
fell asleep briefly during the study period but was able to continue studying after a
few minutes.

      During the buzz group Eugene's attention wandered at one stage.   There was marked
improvement in self control during the quiz period.   Harold appeared to have adopted
A11c the role of quiz master, a position he accomplished with great expression in part
mimicry of a teacher, which the group enjoyed.   At the same time he is articulate and
managed to get through questions quickly.

      As usual the worker explained to group members at the end of the session where   B14b
they had lost points.   He told them they would have to attain nine hundred points
before the next group reward.   Harold protested that it was six hundred but Roberto
A12a understood immediately, saying "no as we get better, the points must go up".   The
worker confirmed this observation but assured the group the total would not be raised   B14b
any further.

      The poor balance of the token economy was becoming increasingly evident - only one   B14b
point being earned for twenty minutes study, the same as for a correct answer.
Research requirements of standardisation of measurement inhibited any change of the
A13b schedule.   Of concern were the drop outs of Tony and Charles, and irregular attendances
A13a

of Ivan and Steve who were "target" members for group goals.

Session 36

At this stage a classroom schedule was introduced. To prevent the boys being
victimised in the classroom or exposed to their peers during this phase, a contract   B15a
between teachers, group members and the worker was established whereby the teachers   B18b
would not mention the schedules to the class as a whole but merely mention the
'offenders' name. The boy would then know he had lost a point on the schedule. The
classroom schedule was differentiated from the group schedule by the reward system
(classroom - one red sucker : per four points/group - one toffee : per six points).

Edward missed the session (he obtained nought for the classroom that day), and
John who only obtained four was ridiculed by other group members. The worker did not   B14b
try to minimise the situation, allowing for maximum peer pressure for behavioural
change.

The boys reported being happy with the schedule not only because of immediate
A12a rewards but because it reduced shouting by the teacher - "they just say our name and
we know they will write it down". The system appeared to have early success in making
the boys aware of their behaviour and in enabling teachers to experience an alternative
mode of classroom control to the 'hit and shout method'. The boys decided they did
not want Tony back in the group.

During the study period Steve lost two points for interrupting others during
quiz time. For the rest, the scores were very high and the boys were very excited
with their scores in the fifties and sixties. However Roberto reminded them they had
scored highly because few boys were present at the group, giving each member more
opportunities to answer questions. The poor attendance might have been indicative of
the fact that the token economy was not a sufficient attraction to ensure group
attendance with the work requirements.

Session 37

When the worker arrived, Mr. T was waiting to tell him that he'd seen a big improvement
in the boys' classroom behaviour - "even Steve only lost two points today".

In the euphoria of their classroom successes the boys seemed to relax their
efforts in the group. Steve arrived late and lost points for this, but the worker
singled him out for his improvement in classroom behaviour and Mr. T's pleasure in this.   B14a
A11a The boys showed their pleasure in Steve's achievements, winking and smiling at him -
Steve returned to his seat beaming.

At the end of the group there was further excitement as the boys leafed through   B14a
A11c their behavioural graphs and discussed their behavioural "ups and downs". The boys
A12a were well pleased with the classroom token economy, Bruce saying "other boys try and
make us talk but we ignore it because we think about the points".

Session 38

A14 The soccer match signified the beginning of the termination stage of the group (see
Chapter 11, p.147).

Session 39

A11c Group members explained to the new members, the workings of the token economy before   B14b
working.

Session 40

A15h With termination anxieties prevalent in the group, Hector tried to take over as quiz

A15i master. Harold led a process of disruptive behaviours resulting in a collapse of
performance on the schedule - then staged an angry walk-out from the group.

Session 41

A11d Study behaviours returned to a level of control in the group. Steve volunteered with
no objections from the group to lead the quiz period, which he did successfully.   This
role adoption showed a marked role change for Steve from earlier stages when he refused   B14a
to try to answer questions in the quiz period.

Session 42

A12a Group worked well on the schedule.   B14b

(A) CHARACTERISTICS OF THE GROUP		(B) WORKER ACTIVITIES	
Social processes	A11	Social processes	B13
- high level group integration and cohesiveness	A11a	- supporting modified leadership structure	B13a
- greater stability in group structure	A11b	- maintaining interest and satisfaction in group	B13b
- clearer norms and traditions	A11c	- reinforcing member responsibility for the group	B13c
- greater mutual influence but also tolerance among members	A11d		
- more co-operation and inter-dependence	A11e	Task processes	B14
		- assessing progress, and giving feedback to group on progress toward goal attainment	B14a
Task processes	A12		
- greater concern with, and involvement in goal directed activities (work)	A12a	- applying the token economy - observing and recording work behaviours, rewarding work behaviours and evaluating effectiveness of token economy	B14b
Group crises	A13		
Despite greater stability in the group structure occasional crises may be induced by		Group crises	B15
- external pressures	A13a	- supporting group through crises and reinforcing its coping efforts	B15a
- internal pressures, and	A13b		
- group tries to deal with crises	A13c		

Figure 12: Fold out summary of group characteristics and worker activities in intermediate phase II of group life: analysis sheet

(A) CHARACTERISTICS OF THE GROUP		(B) WORKER ACTIVITIES	
Social processes	A11	Social processes	B13
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- greater mutual influence but also tolerance among members	A11d		
- more co-operation and inter-dependence	A11e	Task processes	B14
		- assessing progress, and giving feedback to group on progress toward goal attainment	B14a
Task processes	A12	- applying the token economy - observing and recording work behaviours, rewarding work behaviours and evaluating effectiveness of token economy	
- greater concern with, and involvement in goal directed activities (work)	A12a		B14b
Group crises	A13		
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- internal pressures, and	A13b		
- group tries to deal with crises	A13c		

Figure 12:   Fold out summary of group characteristics and worker activities in intermediate phase II of group life: analysis sheet

THE TERMINATION PHASE: TERMINATING THE GROUP

CHAPTER 11 - <u>TERMINATING THE GROUP</u>

Johnson (1974) has expressed concern over the apparent overemphasis in
the literature on the early stages of group work, to the neglect of the
ending phase, which she asserts is just as important as any other part
of a group's life.   Northen states 'Termination is a dynamic and vital
process in social work.   It is a process through which a social service
is discontinued to an individual or a group'.   (Northen, 1969, p.222)

Authors have given a variety of names to the ending of a group
work service: transitions and endings (Schwartz), separation (Garland
et al) and termination (Northen, Johnson and Sarri and Galinsky) but
there is a common recognition that '... (beginnings and) endings are
hard for people to manage; they often call out deep feelings in both
worker and members; and much skill is needed to help people help each
other through these times'.   (Schwartz, 1971, p.18)

Gitterman (1971) has pointed to the necessity for the group worker
to become attuned to the potential meaning of termination for a group's
members, and probable reactions.   Three elements of the termination
process are discussed: reasons for terminating a group, individual and
group reactions to termination and demands for worker intervention in
this phase of group work practice.

11.1   Reasons for termination of the group

The importance of having a purpose in group work again becomes apparent
when decisions have to be made regarding ending the group.   Properly
formulated goals for the group and its members provide a means of
ongoing evaluation of the appropriateness of means of intervention, and
to what extent desired change is occurring within the group process.

> The ultimate test of the effectiveness of social work
> practice is the extent to which the persons who were
> served have made positive changes towards the goals
> set with them, associated with the group experience.
> The progress or regression of a member is appropriately
> made in relation to his particular characteristics,
> backgrounds, problems and needs, rather than in
> relation to fixed or uniform standards.   (Northen,
> 1969, p.224)

Douglas clarifies the value of clear purpose in assessing
progress and making decisions concerning termination, by stating
'Unless evaluations have been made of the progress of the group,
and unless there was some kind of baseline at the group's inception,
then assessment of progress becomes a matter of inspired or unspired
guesswork'.   (Douglas, 1976, p.169)

Sarri and Galinky (1974) and Northen (1969) specify a number of
reasons, assessments and decisions surrounding termination of a group.
The writer has attempted to synthesise these considerations within the
broad framework of planned and unplanned endings provided by Douglas
(1976).   In essence decisions regarding termination demand
considerations by the group worker of changes achieved in the group
(relative to goals), the potential within or external to the group for
further goal oriented changes, and service limitations in terms of
policy and time.

11.1.1 Planned termination

11.1.1.1 Achievement of group goals

The group worker and members of the group should at all times
be involved in the ongoing evaluation of task and goal
attainment in the group.   The process should enable clear
perceptions of achievements accomplished in the group, and
ideally the recognised attainment of goals will signal the
correct ime for termination of the group.   However full goal
achievement by all group members is an unlikely occurrence, it
being more likely that various levels of progress will have
been made by individual members.   Northen (1969) therefore
adds provisos to assessments of group goal achievement: stating
that if progress has been made towards goal achievement but
there is evident potential for further development in this
direction, then the group should continue.   However if progress
has been made but it is evident that further development and
consolidation of learning can take place in the environment,
without group work, then the group should be discontinued.

11.1.1.2 Lack of progress toward goal achievement

Northen (1969) states that if little progress has been made
toward group goal achievement but there appears to be potential

in the group for eventual success, then the group should be
continued.   Conversely, the combination of little progress
and little potential for it indicates termination of the group.

In assessing the potential of a group to attain goals,
Sarri and Galinsky (1974) point to a lack of minimal integration
in the group which the worker considers is unattainable, and
maladaption by the group owing to its lack of appropriate
mechanisms to cope with internal or external stresses, as
causes of group termination.   These authors suggest that where
such factors are lacking in the group, the worker examine group
composition, member commitment to group purposes and tasks,
pressures from the environment and his own practice in trying
to locate possible causes.   In cases of maladaption the group
worker may be able to intervene to strengthen group coping
mechanisms to prevent group dissolution.

11.1.1.3 Predetermined duration of the group by agency policies or objectives

Agencies or practitioners may have to limit the duration of
service to groups owing to pressures of time, workload and
service orientation.

11.1.2 Unplanned termination

Unplanned endings to a group may occur if

(i)   members or the worker leave the area

(ii)   members change their interests or work

(iii)   members become ill

(iv)   organisational changes occur in the agency supplying
        service

(v)   the group loses a leader

(vi)   a low performance/achievement level is attained.

It will be obvious that the line between planned and
unplanned terminations is often an indistinct one, sometimes
depending on the group worker's perception of possible break-
down in a group and planning of a suitable termination procedure
in cases where the group might otherwise just appear to

disintegrate around him.   Douglas (1976) asserts that the
usual cause for unplanned termination is a lack of goal
achievement.   In all such cases it is essential that the
worker provide or refer clients to other means of support to
prevent the group experience being a totally negative one.

11.2   Individual and group reactions to termination

Johnson (1974) has shown that a group may give the worker indications
of their readiness for termination, including talking about gains made
in the group and expressing confidence for the future, irregular
attendance, breaking interpersonal ties and finding and discussing new
ties external to the group, a more flexible group structure with a
diminishment of cohesiveness, changes in role performance and norms
(more in harmony with those of the broader community), a lowering of
group controls and demands for changes in the time, location and number
of remaining sessions.

Northen (1969) points out that whereas group members may have
experienced anxiety in coming together in the group's early stages,
they are now faced with the anxiety of having to move apart as the
group ends.   The central feeling is described as being that of
ambivalence (Northen 1969, Douglas 1976, Johnson 1974), group members
often feeling the desire for independence and pride in some goal
achievement, while experiencing fears, regrets and feelings of loss
as the group terminates.   Johnson (1974) in evaluating the work of
Fox et al (1969) points to three central elements in the ambivalent
state - feelings of rejection giving rise to panic, rage and a sense
of worthlessness, feelings of loss giving rise to grief and mourning,
and the need to function on one's own giving rise to feelings of
maturity and independence.

The anxiety and ambivalence experienced during the termination
phase may give rise to series of behaviours and attitudes which the
worker may find difficult to understand.   Johnson (1974) classifies
these into positive and negative reactions.

Negative reactions include group manoevering to forestall
termination;   denial, by asserting that an end to the group was never
mentioned, or by manifesting a clinging together (supercohesiveness);

an apparent loss of learned abilities and the appearance of
regressive behaviour patterns; a wish to begin again; an assertion
that 'we still need the club'; precipitous departures ('I'll leave
you before you leave me'); anger; or a rejection of the worker and
the value of the group.

A process termed 'doorknob therapy' has been noted by Schwartz,
whereby towards the end of group life, or even individual sessions,
clients bring up significant problems. It has been found that
successive sessions cannot be started on these themes, and perhaps can
be seen as ploys, to maintain or continue the group to deal with these
'important' problems while never allowing it to get to grips with them.

Positive reactions include reminiscence about achievements and
relationships formed in the group; evaluations of progress made; a
focusing on new experiences and relationships external to the group;
and a loosening of group cohesiveness. (From: Johnson 1974,
Northen 1969, and Douglas 1976)

11.3 Worker activities and tasks

Hartford (1972) offers three stages of worker intervention in the
termination process: a period of preparation, the termination itself
and plans for follow-ups. Douglas (1976) asserts that during
termination the group worker assumes some of the responsibility he
possessed in the early stages of group life - he formed the group and
it is now his responsibility to ensure that it ends to the benefit of
its members.

11.3.1 The preparation period

Douglas (1976) asserts that in termination processes
preparation of the group members is of paramount importance.
The group's end should be made contingent on goal achievement,
and thus be foreseen and perceived as part of he natural
progression in group life. 'Thus from the moment of its
inception a group is aware of its demise'. (Douglas, 1976,
p.168)

Northen (1969) while agreeing with appropriate preparations
of group members warns against raising the matter too early,

however, for fear of arousing anxiety and hostility to work
in the group, thereby reducing chances of goal achievement.
She asserts that timing in introducing the matter depends on
the group's purpose, its length of time together, the problems
and progress of members and anticipated reactions to
termination.

Owing to the individual nature of reactions to termination
the worker's task of preparation is often complex but in
general he should address himself to the following: raising
the matter of the impending end of the group; listening for
feelings of anger, rejection and loss at this time; demanding
that the group face the issue; helping members to express and
clarify their feelings of ambivalence; giving support where
feelings of rejection are evident; initiating discussion and
involving members in recognising their progress in the group;
pointing out similarities to, and capabilities in dealing with
problems external to the group; stabilising changes made in
the group through action oriented experiences; reviewing group
purposes and evaluating individual progress; giving recognition
to client capabilities and helping individuals develop
identities and interests external to the group; and sharing
his own feelings of ambivalence and sorrow with group members.
In addition, he should spend time reminiscing about group
experiences and achievements.   'The worker helps the youngsters
move beyond their anger and share their closeness together ...
helps the group to experience its own feelings of anger,
mourning, intimacy and the separation itself'.   (Gitterman,
1971, p.70)

Johnson (1974) suggests that the worker's main task in
this phase is to diminish cohesion in the group or enable a
new form of cohesion to substitute for the continuation of the
group.   The writer is of the opinion that if this advice is
taken too literally the practitioner may find himself in a
dilemma.   The processes of evaluating achievements in the
group, reminiscing about group experiences, sharing anxieties
and feelings about termination and sharing his own feelings
about going are likely to increase rather than decrease
cohesiveness in the group - unless group goals have been fully
achieved enabling all members to end the experience feeling

satisfied.   It is, in his opinion, more realistic to help
members share feelings and evaluate progress made to enable
maximisation of satisfaction with the experience, than to
place emphasis on reducing group cohesiveness.

Johnson (1974) raises an important consideration in
evaluating the group's effectiveness - namely that in doing
so the worker is in the difficult position of having to assess
himself as well.   The success or failure of the group is a
reflection not only of client progress but also of the worker's
provision of adequate or appropriate treatment.   It may often
be a difficult task to make an unbiased evaluation in such
circumstances.   Activities planned for this stage should be
ones in which success is assured, enabling feelings of
achievement - and activities found satisfying at an earlier
stage may be reintroduced.   Johnson (1974) adds that such
activities should be of a parallel nature to promote indepen-
dence and lower group cohesiveness.

11.3.2 The termination itself

Johnson (1974) asserts that during the termination phase group
members should be helped to reach beyond the group for
satisfying experiences.   She suggests a trip or outing
arranged, but at the beginning of the termination phase not
the end as it is likely to raise group cohesiveness.

Northen (1969), however, mentions that groups often have
a final ceremony to symbolise the group's end, and as such
would seem to disagree with Johnson's point of view.

The writer is of the opinion that a final outing or
ceremony provides group members with a rationale for remaining
together during the stress of the ending phase, a reason (in
the present study) to continue with tasks, and a reason to
remain a member to the last session.   A high point at the end
of a group experience gives it special meaning in the memories
of its members, and in the writer's opinion, this is of more
value than "grinding to a halt" to allow cohesiveness to
dwindle in the group.

11.3.3 Plans for follow-ups

Northen (1969) stresses that it is import for group
members to realise the group worker's continued interest
in them after the group ends, and proposes that the worker
be available on an individual level after termination.
'He needs to make plans for supplementing the group service,
and follow-up services to members, when indicated by his
evaluations'. (Northern, 1969, p.227)

This would especially be the case where groups are
terminated before all members have achieved their goals,
or where new patterns of behaviour need support and
stabilisation in the natural environment. The worker may
be able to provide a follow-up service himself, or may have
to assume the responsibility of finding suitable professionals
or significant others in the environment to provide this
service. In any event it should be clearly elucidated to
the client what manner of follow-up he can expect.

11.3.4 The research group: a process analysis

The research group had a predetermined duration of four
months for research purposes. There were a total of forty-
five group sessions.

A process record of the termination phase follows:

Session 34 - 25th August, 1978

The matter of the worker leaving was suddenly brought up by John and Roberto, during
A14b an outing to the zoo (group reward). They asked him if he would be going at the
end of September and on his confirmation, asked why he had to go. The writer
expressed his sadness at leaving but said that he had to do another job at the
University which made it necessary to go. The boys were quiet for a bit before Joel
A15b suggested that some food would be a good idea as he was hungry.

The matter was brought up earlier than the worker had anticipated, and bearing
in mind Northen's warnings about raising the issue too early to the detriment of
task orientation in the group, he decided to 'underplay' the matter. He was however
honest about the date of his departure and why he would be leaving, and shared with   B16b
the members his own feelings about going. Notably the issue arose during an outing,
a high point in group life, when the imminence and pain of ending are likely to be
most felt - 'Things are so good in the group and yet it has to end'. At such points,
it is the writer's opinion that the sense of impending loss is likely to be
heightened, in contrast to the experiential 'high' of the present.

At this stage the worker decided to implement his follow-up plans of introducing
a token economy in the classroom - allowing for the following:

i)   continuity in the program;   B18b

ii)   transference and stabilisation of new behaviours; and

iii)   intermittent contact with the writer who would attend the school weekly   B18a
        to provide rewards for efforts on an individual level (sweets) and the
        occasional outing for reward on a group level.

The introduction of the classroom program coincided with a period wherein the
group voiced an experience of external pressure - concerns being that the teachers
thought the group and the worker 'a waste of time', expressed opinions to the boys
that they were being 'bribed like babies' and made a laughing stock of them in front
of others in the classroom as needing sweeties,   with snide references to the
group. This aspect of group life is fully discussed in the section on extragroup
intervention (Chapter 12, pp.156-169).

The external pressures, termination anxieties and need for a follow-up program
resulted in the introduction of a classroom token economy, using teachers as part-
mediators in the program. Through changed attitudes involving extragroup strategies
by the writer this continuation of service succeeded in being initiated.

Session 38

The occasion was a soccer match against a team in Eldorado Park - again a 'reward   B16j
outing' for the attainment of points on the token economy by the group. The match
was characterised by insults and fighting between the sides - culminating in numerous
A15j stoppages in the game, and John being sent off by the writer for five minutes towards
the end of the first half, for hitting another boy. At half-time, the boys expressed
their anger with the other team and the worker for 'unfair' actions. However, they
calmed down temporarily when he discussed the job of the referee with them with
emphasis on 'he blows what he sees, and if someone hit John before John returned the
blow and this wasn't seen, this is part of the game'. The boys agreed, but expressed
A15d their aggression indirectly in the second half by kicking the ball out of the ground
whenever they could (spoiling tactics), and provoking members of the other side by
laughing at them and jeering at their mistakes. At the end of the match which had
to be finished early, the two sides squared up to fight it out off the field. The
worker stepped between them and told them that the match had been an impossible affair
to ref and thus had been ended early - he pointed out that a soccer field was for a
game, not a fight and the continual 'squealing' and foul play had spoilt the game.
A15d When he had finished both sides looked shamefaced, and the other team left. While
A15i trying to continue speaking to the group members, some jumped into the vehicle,
making it impossible to express anything to the group. On the way home, the worker
noticed the boys had stored all their orange peels - his suspicions that they were to
be used to throw at people at the side of the road were confirmed by a gust of laughter
A15d when he expressed them. At his request most of the peels were thrown into the bush.
During the trip, John drew giggles of delight by pretending to throw things out of the

window at people.   This action being part of a larger group activity of shouting to
people "the bus is full", "two for town" as they passed.

Then two things happened - John found a small piece of wood in the vehicle and
was threatening to throw it at someone, with the coaxing of the group behind.   The
worker said he had warned John not to do this, and that if he did he would stop the
vehicle immediately - and the boys would have to face the person they 'hit' themselves.
John then told the worker he knew of a short cut which turned out to be a cul-de-sac),
A15i and while taking this route he threw the piece of wood out near two small girls walking
near a block of shops.   The worker immediately stopped the vehicle - he was angry
and let the boys see it, telling them he had warned them not to do it; and having
to hold John by the arm to get his attention as the boy turned and spoke to people
out of the window, while he was trying to speak to the group.   The worker said this
was the first time in all the months that they had made him angry, and he was sad that
it had been John.   John looked shocked.   All the boys waited anxiously for the
worker's reaction on finding the route to be a cul-de-sac, but on seeing the anger
had gone, soon resumed their cheerful banter.   When they arrived home, the worker
repeated to them that while laughing and joking were acceptable, actions that might
hurt others were not.   He pointed out that maybe it was Joel who had thrown the wood
but he was aware that they had all goaded him into it.   The boys were silent and
after agreeing to the day of the next meeting - left.   The writer noticed John looking
back but decided not to recall him or offer him 'instant forgiveness' - he had
explained the reasons for his anger and the group dynamics he observed in John's
action, thereby sharing the responsibility among group members, and he felt it better
to leave matters where they stood.   Plans were made to discuss 'acceptable' behaviours
in the next session and to show John that the writer still cared for him.

On reflection the worker assessed the regressive behaviour patterns shown by the
group members to be an expression of termination anxieties - a means perhaps of
A15i goading the worker into being angry, and enabling them to 'reject' him before he   B16b
'rejected' them by leaving.   However, the worker felt it important to act as symbol
and spokesman for societal norms about potentially dangerous activities, as well as
for group members to perceive him as 'human' enough to experience and express anger
where provoked and appropriate.   It should be pointed out that the behaviours of the
boys on the soccer field and in the vehicle were not merely 'unacceptable' they
demanded intervention.

A15a   Another termination phenomena which arose was the 'doorknob therapy' situation
described by Schwartz (1971), Roberto coming to the worker during half-time in the
game to start telling him about his home life.   In view of the demands of the game
and teams participating it was impossible to talk at that time.   This was explained
to Roberto and the possibility of discussing the problem later raised - but as
Schwartz implies, such an action is often more of an effort to 'hold onto' the worker
than an 'urgent problem'.   However, the chances of Roberto staying on after the
group were lessened after the experience on the ride home.   Plans were made by the
worker to reconstruct the situation for discussion in the next session, wherein he   B16c
would try to relate the boys feelings and behaviours to termination anxieties.

Session 39

A15g At this, the following session, John was not present - the boys giving the story that
A15i he had obtained no points for his classroom schedule and had therefore decided to stay
away.

After completing the study period (token economy) for which the boys took some
time to settle down, the worker said that he would like to talk about Saturday - he
had noticed John was not there and thought it might have been because of what had   B16d

happened on Saturday. The boys vigorously denied this, saying John would come back
to the group. The worker asked the boys what they had thougt about Saturday -

A15h Harold shouted out that the worker's "behaviour had been disgraceful" (using the
worker's word of 'behaviour'), specifying the worker's "shouting at us in the Kombi"   B16b
as the reason for this accusation. The worker acknowledged the feeling saying that   B16e
the boys had made him angry for the first time. The boys were restless and talkative,
and when the worker asked what they thought had made him angry they all shouted out
their ideas. After listening the worker clarified two points, John throwing the wood
out of the window at people, and John not listening when the worker talked to him.
The group's restless behaviour continued - after waiting a few minutes the worker said   B16b
that he had been aware that they all wanted him to do it and had goaded him to do so.
The denials from the group were not very hearty. The worker explained that they had
made him angry, but that his anger did not last forever, and asked the boys to tell
John that he was no longer angry and that he wanted him to come back to the group.   B16k

A16a Some discussion followed about the game, the boys taking pride in recounting their
'strength' and bravery, in facing up to the other side - showing some evidence of the

A15c 'clustering' effect mentioned by Garland et al, wherein cohesiveness becomes a mutual
clinging to maintain the group. In this connection the boys, led by Harold,
expressed anger at the worker for having 'blown against' them sometimes - and a fresh

A15h burst of shouting arose. When it had died down the worker reiterated the problems   B16b
discussed about fair play and fair refereeing.

A15d   Whenever the worker spoke the boys continued to be rowdy, pushing, shouting and
laughing. After this had continued for some time, the worker said that sometimes   B16a
when a group leader left, its members started to act badly, sometimes because they were   B16b
trying to make him stay, and sometimes because they were angry with him. He reminded   B16d
them they only had five sessions left and said that he wanted to talk about it a little.   B16c
The boys fell very quiet. The worker asked if any of them had had someone leave them   B16d
to go somewhere else at any time - Roberto said his parents had gone away when he was
eleven. He was unwilling however to elaborate, except to agree with the worker that
A14b sometimes when you liked someone and they went away you really missed them. When the   B16d
worker asked the group what they felt like if they fought with someone just before he
left, there was no response. From a rowdy, noisy, pushing group, there was a sudden   B16c
air of depression, the boys sitting quietly without looking at each other or the
worker. Realising that they perhaps did not have the vocabulary or emotional aware-
ness to be able to articulate their feelings, the worker empathised through expressing   B16k
his own feelings for them. He said to them how sad he would be to go away and how   B16k
much he had enjoyed the groups - and that he was especially sad because they had made   B16i
him angry just as he was going, especially as they had been such good friends for
three and a half months. He added that he just wanted to tell them how much he liked   B16e
them, and that he was sorry that he had had to get angry.

         At this stage the worker experienced some anxiety as the group had settled into a
A14b 'morgue-like' atmosphere and the members did not appear to have the resources to be
able to discuss or 'act' their way out of it. The worker therefore started telling   B16f
the boys (after a few minutes silence) how well they had done, singling out Steve as
someone whom even Mr. T had noticed as doing better. The boys began to look brighter,
A14a pushing a smiling Steve in congratulations. The worker continued praising them for
their progress, singling out each member by name.

A14a   Before leaving the worker remembered he had failed to give an extra sweet, for
being on time, to all the boys - the reminder broke the last shreds of depression, the   B16j
boys whooping as they ran up to get the sweet and run away together.

         In the worker's evaluation this was a good 'termination session' wherein regres-
sive behaviour patterns, and limits to behaviour were openly discussed. Anger was
expressed openly towards the worker and discussed, and the worker was able to interpret

and relate termination fears to present behaviour in the group. The sudden and
complete change of mood in the group told him that his interpretations were fairly
accurate. However, he felt somewhat anxious when he realised how deep these feelings
ran, and that he had possibly taken group members into an area of feeling that they
did not have the resources or articulation to express or discuss. His action of
building up confidence by recanting progress, and the remembered reward provided a
means of breaking the depressed group atmosphere.

Session 40

A14b   John returned but stayed at the periphery of the group, not wanting to come near the
worker even when a special point of greeting him and acknowledging his return was made.

B16b
B16e

A15d   During this session, the group's performance on the token economy declined sharply.   B16j
Hector replaced Harold as quiz master, and Harold led a series of outbursts, complaints
and interruptions from the boys ending with them arguing with each other. When the
A15h   boys came up to the front to see how they had done, there was shock at the poor
A15i   achievement, and Harold, angered, stormed off saying he did not want any sweets. Some
of the other boys followed, leaving only Roberto, Geoffrey, Hector and Edward. The
worker expressed to those remaining that it was hard to talk about things when people   B16f
walked out - Roberto tried to call them back but was ignored. Roberto told the worker
that the next meeting would be on Friday and he was sure all the boys would come, when
the worker said he was unsure what day to come back. Edward said the boys were "just
showing off".

A number of questions arose over the behaviour in the group. The change from
Harold to Hector as quiz master revealed Hector to be inadequate in the role, and
A15d   resulted in Harold leading disruptive behaviour patterns to the point where Steve
jumped out of the window during the quiz. Interruptions, arguments and shouting
characterised the meeting. These regressive behaviours may be ascribed to termination
anxieties, a relaxation in concentration in task (in view of recent success) and the
change of quiz master. Whatever the cause, however, it resulted in a negative
experience for the members in scoring badly on schedule and in walking out of the
meeting, preventing any effective discussion on the matter. Members left feeling
either anxious or angry. The worker handled Harold's refusal to accept sweets a
little too casually perhaps in his attitude of "It's up to you, I cannot make you accept
A14b   the rewards" - and should have spent time focusing on his feelings of anger. However,
A15h   Harold was already half-way out of the room before the worker had a chance to respond,
and it is doubtful whether he would have turned back to any response.

The worker and the group members had now been presented with a number of dilemmas.
For the members an approach-avoidance problem had been created in terms of their
A14   feelings of anger and possessiveness over the worker (ambivalence), and perhaps a wish
to end the group but also to go on the last outing to the farm, which required achieve-
ment in the token economy and therefore group attendance. For the worker, the dilemma
revolved around an awareness that the group's task, as reflected in the token economy,
might possibly be a cause of additional problems to termination. In short, he suspected
that termination anxieties might be resulting in regressive behaviour patterns, which in
turn resulted in poorer performance on the token economy, thereby complicating and
aggravating negative feelings over the impending end of the group. The question was
whether to continue with the token economy under such circumstances, and concentrate on
termination processes.

The worker decided to continue with the task orientation and token economy in the
group, being of the opinion that removing them would in effect be a deviation from   B16?
contract and deprive the group of purpose at a crucial stage in its life. In addition,
it would be an indication that under stress, everything can "grind to a halt" - a poor
lesson for boys coming from an impulsive, emotionally oriented background and whose

general group experience has been one oriented around learning self-control. The problem of holding the group together through its termination problems remained, however.

Session 41

A15i John was absent - his excuse through the group being that he had to go to town. Hector came to the worker at the beginning of the group and apologised for "what happened last time in the group" - it was unclear whether this was a personal apology or for the group as a whole, but the other boys seemed to know what was being said to the worker, as no-one asked him what he had said when he returned to this seat.

Before the meeting started the worker was able to spend fifteen minutes talking with Roberto about his family and an impending move to Boputhatswana which he was ambivalent about, it being an opportunity to join his mother and yet one in which he B16e would have to leave Western and all his friends for a strange environment. The worker was only able to empathise with Roberto's dilemma, be supportive and help him clarify his feelings each way.

When the group started, the worker waited until all were seated and then called Harold up and gave him the sweets he'd earned the previous session saying "you earned these, but you were so angry when you left last time that you forgot to take them". B16e
A14a Harold returned beaming to his desk and the boys joined him in his pleasure, laughing as he gave one of his sweets to George.

The group spent some time discussing events during the week which had occurred in the classroom and then started work. When the quiz period started, Steve took the role B16f of quiz master and the worker reminded the group that this was the period last time when they had lost points. Despite the odd interruption there was a marked improvement in behaviours this session.

Before the group ended the worker congratulated them on their improved performance. B16f
He said that their walk-out last week hadn't helped anyone as people couldn't talk if
A16a they weren't together. They had always 'talked' about things that made them angry in B16i
the group - Hector said it was true and "If people don't talk they never understand". The worker said he had not wanted to make them angry the previous week, he had marked what he saw during study time and this was his job on the contract. The boys listened and agreed it would have been better to talk - before leaving, the worker said he would bring a soccer ball next session and this was greeted enthusiastically. As indicated by Johnson (1974) the worker decided to reintroduce an activity which members had found B16j previously satisfying. She recommends that such an activity be of a 'parallel tasks' nature minimising group cohesion. Soccer was unlikely to minimise group cohesion but the worker was flexible in allowing other 'non-group members' to join in, to facilitate the diminishment of group cohesion.

Session 42

This session the group achieved well on the token economy and then enjoyed a game of
A15g soccer with other boys - it was a happy, productive group but of concern was the drop
A15i in membership to a figure of seven.

Session 43

Before the group began, the worker spent some time with Mr. T to try and persuade him B16g
to continue in the classroom with a token economy, as a follow-up to the program to the B18b
end of the year. (The teachers had stopped completing the schedules, excusing them-
selves under pressure of examination duties). Mr. T agreed that the boys had shown B18b
improvement this term and agreed to try out the program next term when he would have
more time. When the worker joined the group there were complaints that he was late,
but he explained his lateness and rewarded each boy in the group with a sweet, saying

that although no schedules had been completed for them, he had heard from the teachers   B16f
that their behaviour was much improved in the classroom. He made special mention of   B16h
Steve's efforts.

A15d   When the boys settled down to work it appeared they only had two books between
eight of them - they wanted to only have a quiz time (where points are easily earned).
The worker reminded them of their contract and asked what it said their jobs were, his
being to observe behaviour and give the rewards. After some evasion Hector said "the   B16b
contract says for us to bring our books to study with" - the worker agreed and pointed   B16f
out that without doing this they could not be observed or rewarded for work. However,
he agreed to a quiz time but only for the normal time allowed for this (fifteen minutes)
to prevent manipulation of this nature being reinforced. The quiz time soon collapsed   B16b
A15d with Mike, John and Steve being replaced as quiz masters in the short period owing to
complaints and arguments. No-one earned any points.

A15d   The worker noticed the boys giggling and laughing when he said the process had been
a shambles and again was soon presented with a restless, disruptive group. He asked
A16a the members to try and think what they had learned in the group and what it has been   B16f
for -

Hector said   1. Learn how to behave in class

Roberto   2. How to study

Steve   3. How to behave in the group

Hector   4. To talk not fight

After a short silence the worker noticed Harold pretending to sleep and wrote on
the board after the other parts

      5. To sleep when Mark talks

The boys laughed and Steve added

      6. To laugh when Mark talks

John   7. To work together for rewards

John   8. Not to show the wrong way to others

Hector   9. Not to hurt other people.

    The worker said he'd had fun in the group and while learning these things he hoped   B16k
A15d they'd had fun as well. Steve started a diversion in the group - pushing, laughing
and giggling and disrupting the group's attention. The worker asked Steve how he (the
worker) should respond - Steve said he should be sent out for "misbehaviour". He
succeeded in making the others laugh and said he should be sent out for five minutes.
A15d He continued his deliberately disruptive behaviour, obviously trying to ensnare the
A15 worker in his own approach - illustrating to everyone his 'control' in the game, and
making 'time-out' seem an attraction. The worker felt at a loss and then said "What
if I don't want you to go out? I'd prefer you to stay. We can't talk when you're
not here. Part of what I've tried to teach you is that it's better to stay and talk   B16e
than leave, and also to learn new ways of acting to lessen the hitting and shouting that
teachers do. I'd prefer you to stay and learn".

    No further problems were experienced from Steve, and in fact at one stage, when
the others were needling him to be 'naughty', he left them to sit in front, away from   B18b
temptation. The worker reminded the boys that when the program continued in the class-
room he would not be there to help them, and they would have to help each other
A16c reminding each other about behaviour and points - the group agreed this was a way to
help each other once the worker had gone.

    In this group there was a recurrence of 'acting out' behaviours, this time the
worker relying on an evaluation of 'contract', meeting individual needs for attention   B16f