**AGPA Connect 2023 Presenter Information**

**Course Code:** 202

**Course Title:** The Therapeutic Inclusion ‎Program: Groups in School

**Course Times:** 7:00 - 8:00 AM

**Course Dates:** Thursday, March 9

**Instructors:** Michael Murray

 Laura Balogh

**Course Description:** The therapeutic inclusion program is a model for the inclusion of students with significant social, emotional, and behavioral needs within public schools. The therapeutic lynchpin of the program is group psychotherapy. The model is process-oriented, which facilitates here-and-now social, emotional, and behavioral practice and reflection, and maintains responsiveness to the concerns of the children. This presentation will briefly outline the therapeutic inclusion program, and share insights and adaptations about process-oriented group psychotherapy with children in public schools.

**Learning Objectives**

The attendee will be able to:‎

1. ‎ ‎Discuss the structure and philosophy of the therapeutic inclusion program.‎
2. Identify therapeutic factors present in a children’s process-oriented psychotherapy group.‎
3. Evaluate here-and-now opportunities presented by process-oriented psychotherapy groups in ‎public schools.‎
4. Interpret the fear of client-centered psychotherapy, and group psychotherapy, often present ‎among administration and staff in public school environments

**Significant Articles:**

1. Bioshop, R. (2019). Teaching to the North-East. NZCER Press.‎
2. Counselman, E.F. (2017). First you put your chairs in a circle: Becoming a group therapist. International ‎Journal of Group Psychotherapy, 67(1), 124-133.‎
3. Glenshaw, B. (2022). Beauty is in the eye of the beholder. The Therapeutic Care Journal. ‎https://thetcj.org/in-residence-articles/beauty-is-in-the-eye-of-the-beholder-by-bridget-glenshaw-‎m-a-lmhc
4. Yalom, I. D., & Leszcz, M. (2020). The theory and practice of group psychotherapy (6th ed.). Basic ‎Books.‎

**Agenda:**

I - Therapeutic inclusion program structure (10 min, Obj 1, Laura Balogh, Lecture/Powerpoint)

A. The therapeutic program classroom/milieu

B. Supervision model

C. Supporting learning as a therapeutic experience

II - Evaluation of therapeutic factors in school process-oriented therapy group (15 min, Obj 2, Michael Murray and Laura Balogh, Lecture/discussion)

A. Fundamentals of the program’s group psychotherapy meetings

B. Consideration of Yalom & Leszcz’s therapeutic factors within school settings

C. Enhancements offered by the public school setting

D. Disadvantages of the public school setting

III - Here-and-now therapeutic opportunities (10 min, Obj 3, Balogh/Murray, PowerPoint/Lecture/Discussion)

A. Common and profitable here-and-now themes in school psychotherapy groups

B. Confidentiality in school groups

C. The role of student self-disclosure in school groups

IV - Administrative and faculty attitudes towards process-oriented group psychotherapy(10 min, Obj 4, Balogh/Murray, PowerPoint/Lecture/Discussion)

A. Popular misconceptions

B. Addressing concerns

V - Questions/Answers/Discussion (10 min Balogh/Murray)

VI - Participant Evaluations (5 min)

**Assessment Questions:**

Question 1 (include possible answers)

Name the factor, often missing in public schools, that makes psychodynamically-oriented therapeutic work possible and sustainable in the therapeutic inclusion program. A. Supervision. B. Program staff book club. C. Parent communication. D. Reliable lunch breaks.

Correct Answer 1

A. Supervision

Question 2 (include possible answers)

The therapeutic inclusion program classroom is a specialized environment operated by staff who have regular meetings with a supervisor, where psychodynamic principles within the group are carefully considered. What is a name for this type of specialized environment? A. Social skills group. B. Therapeutic milieu. C. Resource room. D. Teacher's lounge.

Correct Answer 2

B. Therapeutic Milieu

Question 3 (include possible answers)

In the therapeutic inclusion program, at what point during the school day must therapeutic approaches and concerns be set aside? A. Never. B. During recess. C. During lunch. D. During academic instruction.

Correct Answer 3

A. Never

Question 4 (include possible answers)

Circle the therapeutic factors active within process-oriented psychotherapy groups in public schools? A. Instillation of hope. B. Universality. C. Imparting information. D. Altruism. E. The corrective recapitulation of the primary family group. F. Self-understanding. G. Development of socializing techniques. H. Interpersonal learning. I. Group cohesiveness. J. Catharsis. K. Existential factors

Correct Answer 4

Any and all are correct

Question 5 (include possible answers)

Identify an advantage offered by the public-school setting toward providing group psychotherapy for children. A. It's where the children are. B. Good ventilation. C. Sturdy chairs. D. Academic tools available.

Correct Answer 5

A. It's where the children are.

Question 6 (include possible answers)

Identify a disadvantage posed by the public-school setting for group psychotherapy. A. Too many here-and-now topics to discuss. B. Staff leading group psychotherapy must inhabit multiple roles throughout the school day. C. Announcements over the intercom are too disruptive. D. Most students are too preoccupied with their studies to be mentally present at group psychotherapy.

Correct Answer 6

B. Staff leading group psychotherapy must inhabit multiple roles throughout the school day.

Question 7 (include possible answers)

Identify a possible here-and-now topic in a psychotherapy group in a public-school setting. A. Who is speaking first today. B. Next weekend activities. C. Favorite toys at home. D. Previous schools group member attended.

Correct Answer 7

A. Who is speaking first today.

Question 8 (include possible answers)

Can public school students expect confidentiality in group psychotherapy? A. No. B. Only about relatively unimportant things. C. Sometimes. D. Yes.

Correct Answer 8

D. Yes.

Question 9 (include possible answers)

Should students be allowed to change their personal group psychotherapy goal mid-year? A. No. B. Only on the first of each month. C. Yes, and at any time. D. Yes, as long as they only change it once.

Correct Answer 9

C. Yes, and at any time.

Question 10 (include possible answers)

Name a popular misconception about group psychotherapy that can make administration and staff anxious or fearful? A. Students will grow up to become group pyschotherapists. B. Students will become overly sophisticated socially and emotionally. C. Students will “trigger” each other. D. The psychotherapy group will be too fun for school.

Correct Answer 10

C. Students will “trigger” each other.