**SOCIAL WORK 409 CLASS EXERCISE ASSIGNMENT**

**Assignment #3 Group Power and Control Exercise**

**DUE DATE: 2-10-2015**

***Do not change the formatting of this assignment***

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

You are conducting a group with the following six members.

1. Bobby is a fourteen year-old Caucasian youth living with his mother and father. Bobby comes from a difficult home with some suspicion that there is both domestic violence and possible child abuse. Both mother and son have been witnessed to have bruises consistent with being punched but this has been denied by the father. Bobby also has a learning disability which has caused him to repeat grades three times. Bobby is very self conscious about his disability and tends to become volatile when others make him feel stupid. Bobby’s mother has agreed to attend group but is not sure her husband is willing.
2. Betty is a twelve year-old Caucasian child. Even though she is doing well in school, she tends to hang out with some of the more troubled children and has been in trouble for fighting with another youth. She missed school for about one week after being suspended for the fight and some teachers think that she might have been beaten for getting into trouble at school. Her parents deny problems with parenting but complain about her being difficult to control. Both mother and father have attended meetings with school personnel and with social workers smelling like they have been drinking. Betty has bragged to her friends that she never has to go to bed until she wants to go because her mom and dad don’t care.
3. Anthony is a fifteen year-old African American boy. Anthony has just moved to town from another state after his mother and father separated. Anthony is slightly overweight and withdrawn in social situations but when teased can become quite volatile. Anthony’s mother complained about the father indicating that he was “a tyrant” and would be very strict with the children often using corporal punishment. She reportedly has adopted a much more lenient approach with him and expects him to set his own limits. Anthony talks well to his mother but has been skipping school to hang out with a gang known as the C.D.M. Anthony was referred to the guidance department at the highschool hoping to keep him in school and from becoming more involved with the gang.
4. Tonja is an fourteen year-old African American girl living with her mother and her father. Tonja was recently diagnosed as having a language based learning disability which has impacted her grades. In the past Tonja has always felt that she was just stupid and that is why she was getting bad grades. The diagnosis of a learning disability did not seem to alter her perceptions of herself. The school has tried to include the parents but they do not come in for meetings. One of the teachers has reported that both parents are heavy drinkers and often out at the bar. The same teacher reported that they often yell and swear at Tonja. The guidance counselor at the highschool referred her to group because she is hanging out with guys who are likely to be taking sexual advantage of her. The school thinks she is putting herself at risk due to low self esteem.
5. Frank is a fourteen year-old Caucasian boy diagnosed with attention deficit/hyperactive disorder. He takes ritilin to control the disorder but often forgets or sells his drugs to other kids so they can get high. Frank tends argue allot at school and never turns in his assignments. The teachers have contacted the parents but they both have similar learning disabilities and dropped out of school after grade eight. When on the phone with the family, teachers reported hearing loud yelling and swearing at the children. The school referred the family for the high risk group.
6. Wanda is a twelve year-old African American girl who lives with her mother and father. Wanda is a good student and has been doing well in school, however, the parents have been concerned because she seems depressed and withdrawn. This seems to have coincided with her hanging out with a new group of friends. As the parents have tried to get her to open up she has withdrawn more and stayed out later with her friends. This has created heated arguments and the parents are fearing that she may be into drugs. The parents are also fearing that the arguments may turn violent so they referred to the group.

You are now in the second meeting and you have noticed the following dynamics.

Wanda was the first to speak when discussing what the group should do together. She stated that parents are a drag and she wants to get other peoples’ ideas how to get her parents off her back. She said that they had a big fight last night and she is worried that they will never let her do anything.

Bobby continually says that he doesn’t care what the group does. When people talk he seldom listens. He has been connecting with Anthony and they have been making fun of Betty behind her back. There is frequent giggling and side conversations between the two boys. When you try to get him to share an opinion he just smiles and says he doesn’t care. He then turns back to Anthony and says something.

Frank has been pushing for the group to just play together. He was saying that this was just a good excuse to get out of class and he doesn’t want to do anything but play games. He has been trying to get others to agree to just play games. Frank sits back from the group circle and just leans in to talk. He has kept his coat on.

Tonja said that she wanted to more than just play games. She continually looks at you to see what you want and seems to be trying to please you. She also raises her hand whenever she wants to talk. She sits beside Betty and encourages her to speak her mind. Betty is very reluctant to talk and seems aware that Bobby and Anthony may be making fun of her. She tends to look in their direction frequently.

**Assignment #3**

**Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |
| --- |
| **Identify the inter-member focused power and control related behaviors for each group member.** |
| Bobby |  |
| Anthony |  |
| Frank |  |
| Tonja |  |
| Wanda |  |
| Betty |  |
| **Identify potentially useful group roles for each of the group members.** |
| Bobby |  |
| Anthony |  |
| Frank |  |
| Tonja |  |
| Wanda |  |
| Betty |  |
| **Identify potentially harmful group roles for each of the group members.** |
| Bobby |  |
| Anthony |  |
| Frank |  |
| Tonja |  |
| Wanda |  |
| Betty |  |
| **For each group member identify how you would try to encourage the potentially positive roles and dissuade the harmful roles.** |
| Bobby |  |
| Anthony |  |
| Frank |  |
| Tonja |  |
| Wanda |  |
| Betty |  |
| **What are some developing norms that might become problematic if they are not addressed right away?** |
|  |
| **Provide three possible interventions to head off the development of problematic norms.** |
|  |

Suggest a group activity that might develop shared direction and helpful group norms. Describe how you would structure the activity.