



Supplemental Materials

Steven Sawyer and Jerry Jennings, the authors of *Group Therapy with Sexual Abusers*, have asked us to make the following three tables from the book available as a free download. They believe that these tables will provide a quick and handy reference for clinicians implementing the concepts and techniques presented in the book. The materials are not a substitute for reading the book — though they will provide a glimpse into what can be learned in the book for those who are in the process of deciding whether or not to read/purchase it.

Learn more about the book at www.saferociety.org/press, or call 802-247-3132.



**TABLE 5.2 FACILITATING EARLY AND LATER
DEVELOPMENTAL STAGES OF A GROUP**

Early Stage of Group:	Middle and Mature Stages of Group:
<ul style="list-style-type: none"> • Do not expect (or push for) too much sharing or open risk-taking in group until some initial trust has been established. 	<ul style="list-style-type: none"> • Expect and facilitate openness, emotional expression, and intimacy.
<ul style="list-style-type: none"> • Make frequent reference to the structural integrity (group agreement) of the new group. Adherence to clear predictable rules and boundaries provides a sense of safety and security for anxious and inexperienced members. 	<ul style="list-style-type: none"> • Structure has been incorporated into the norms and values of the group and does not need to be explicitly invoked unless there is testing of the roles or boundaries.
<ul style="list-style-type: none"> • Expect a higher level of reticence and greater dependence on the group therapist to actively guide and support the members. 	<ul style="list-style-type: none"> • Facilitate increasing self-directed participation from the group and allow the group to try to manage its own struggles/conflicts.
<ul style="list-style-type: none"> • Be prepared to be more active, educative, and directive with a new group, providing clear encouragement and strong explicit reinforcement of member participation. 	<ul style="list-style-type: none"> • Expect the group to self-initiate participation, while facilitating deeper expression of emotions.
<ul style="list-style-type: none"> • Be very careful about allowing too much anger too soon. Act quickly and decisively to stem harsh communications that can be attacking, shaming, threatening, or intimidating. Members are already fearful and need the reassurance that they are safe from attack. 	<ul style="list-style-type: none"> • A group with well-established trust and cohesion can tolerate and manage very intense emotions like anger. Intervene if necessary, but allow the group to process and manage the situation themselves so they can learn how to manage intense emotions constructively.
<ul style="list-style-type: none"> • Draw attention to instances in which members help other members. Reframe ineffective attempts as well-intended help, and suggest a better way to give constructive feedback. 	<ul style="list-style-type: none"> • Draw attention to the deeper emotional value and bonding that results when members help other members.
<ul style="list-style-type: none"> • Be careful in managing silence. An extended period of silence can be especially frightening for new members. Acknowledge silence as a normal and potentially positive event. Give the group reassurance during silence to “take your time.” Reframe silence as an opportunity for members to introspect and feel more deeply and to simply be together. 	<ul style="list-style-type: none"> • Use silence as an opportunity for members to feel more deeply in the here-and-now and/or to process profound moments in the group – together as a bonded and caring group.

TABLE 6.1 POSITIVE AND NEGATIVE SILENCE

When to Facilitate Positive Silence:	When to Intervene During Negative Silence:
<ul style="list-style-type: none"> • To facilitate emotional and feeling experience (rather than intellectualizing and thinking). 	<ul style="list-style-type: none"> • To relieve anxiety for a new group or new group members in the earliest developmental stages.
<ul style="list-style-type: none"> • To give the group members greater autonomy to help one another figure out situations and manage problems. 	<ul style="list-style-type: none"> • To reassure a new group that is fearful, distrusting, and dependent on the group leader.
<ul style="list-style-type: none"> • To facilitate the shared experience of feelings that facilitate cohesion and bonding. 	<ul style="list-style-type: none"> • To stop the use of silence as a gesture of defiance or hostility.
<ul style="list-style-type: none"> • To provide an opportunity to feel without words. 	<ul style="list-style-type: none"> • To help a group that is struggling to process or make sense of an extremely emotional or intense event.
<ul style="list-style-type: none"> • To provide an opportunity to feel vulnerable yet safe. 	<ul style="list-style-type: none"> • To reduce volatility when the group is too emotionally charged and needs to refocus on thinking and rational control.
<ul style="list-style-type: none"> • To energize the group. 	<ul style="list-style-type: none"> • To break silence as boredom.

TABLE 8.1 MANAGING ANTI-GROUP ATTITUDES

Characteristics Eliciting Anti-Group	Strategies to Manage Anti-Group
Group is (1) a collection of strangers and it (4) occurs a public arena : Some people dread or fear the idea of talking in front of strangers and are especially averse to revealing private thoughts in front of a group.	Fully prepare each individual for the group experience, explaining what to expect, and allaying common fears of being attacked or embarrassed. Restrict the size of the group to an appropriate number and ensure that the group room is private and uninterrupted (chapter 4).
The group experience is (2) unstructured and (8) unpredictable : Some people desire strong guidance or direction. Unforeseen events, unexpected emotional upheavals, and changes in membership cause anxiety that is expressed toward the group.	Frequently draw upon the security and predictability provided by the group agreement and structure to provide reassurance. Use the structure of treatment goals to keep the group focused and directed (chapter 4).
Each group is (3) created by its members : Each group is unique, but what if the available members lack the skills, empathy, and engagement to create an effective group? It can feel like the blind leading the blind. For example, in chapter 4, we saw a group composed of so many avoidant members that it could not generate interaction.	Some groups desire and need stronger leadership from the group facilitator to help them find and maintain their focus (chapter 6). Facilitate member-to-member interaction to foster engagement. (chapter 6). Also, attend to the composition of the group and make changes accordingly to facilitate interaction (chapter 4).
Group is a (5) plural entity and (6) complex experience : Some people are overwhelmed by too many people at once. Moreover, there is a great deal happening psychologically at any given time in group, which can be confusing and cause sensory overload.	Take moments to focus on the here and now and summarize what is happening in the session, especially if the session has been fast-paced, intense, or highly emotional among members. Pause the group to calm down, take quiet time to reflect on what has happened, and reassure the group that it can tolerate intense emotions.
Group (7) creates interpersonal tensions : Group members are often worried about being accepted, judged, embarrassed, attacked, or put in the position of hurting someone else. They may conflict over all sorts of interpersonal issues, such as dominance, jealousy, submission, rivalry, pressure to conform, rejection, criticism, and antisocial attitudes.	Intervene promptly when necessary to protect members from attack (chapter 6) and help the group review and process the conflictive event in order to understand how negative emotions can be experienced and safely managed within the group.
Group is (9) an incomplete experience : The group can only handle so much participation, and members may not be able to get enough attention to their individual problems.	Use roving eye contact to be alert to the nonverbal behavior of new members, silent members, and members who are reticent to participate or unable to get a word in edgewise. Facilitate opportunities for the individual to participate and praise the value of his contribution (chapter 6).
Groups (10) fluctuate in progress : Groups have periods of progress, stasis, and regression.	Be cognizant of the developmental stage of the group and continually facilitate in ways that protect and promote cohesion and move the group beyond developmental stage stagnation (chapters 5 and 6).