IPA World Conference 2014.

Paper for ICCP Conference (Vilnius) 2017

Free-lance Consultant –

Research. Training. Project Development

Personal Introductory Statement.

The Child's Right to Play must be interpreted as "all ages" and in " all environments" .Unfortunately, this is not so! All sorts of reasons impose limitations upon the opportunities for children to have access to free play. Interpretation and attention to the question seems to assume that the Child's Right to Play finishes when children reach teen-age. Yet all countries admit that the teen age development al stage provides the greatest challenge to the modern society. It should be obvious that these young people - even if not wishing to be classified as children - still have the needs and rights for their form of play – even if it differs-

But the concern of this paper is not with this narrow interpretation.

More importantly, it concentrates upon the needs of a developmental stage that misses out in the advocacy for provision in most countries which purport to provide services for all children. This is the stage poised to enter the important teen-age group.- namely the pre-teens or the pre adolescents or early adolescents - who in most countries,are not recognised as needing any attention other than that which is provided for young children. In earlier papers and articles I have labelled this developmental stage as the Forgotten Group - with new needs from those of young children - but not yet sufficiently mature to be regardedas independent adolescents.

Problems such as gang-building and early signs of aggressive and anti-authority behavior and delinquency have been major concerns for all societies for at least two generations. The problems have long been seen as produced by the strains of adolescence and coping with the change from childhood to adulthood. Modern changes in diet and living conditions and the influences of advertising and the mass-media are resulting in these social and psychological changes and strains being experienced by children and young people at earlier and earlier stages of development.

I have studied and worked with this developmental stage over this period of the effects of this increasingly rapid social change. I have concluded that one reason why this group is neglected in provision is because their development needs require them to challenge adult authority. This makes them resistant to normal provision. Most workers are not trained to cope with this rejection and in fact

see the behaviour of the group threatening and dangerous.

The paper will describe methods to help workers to understand this behaviour and to learn how to work with this developmnet group

The paper is an appeal to this conference and all concerned with advocating increased opportunities for children's self -expressive outdoor play, to widen that advocacy from the present concentration upon young children and early learning. In child-hood the need is now more widely accepted even if not adequately met. My experience over fifty years of such advocacy, is that similar needs, within older children and youth, have been neglected. There is a need to recognise that equal advocacy is needed for similar needs within these other developmental stages. The paper presents conclusions arrived at from my study, research and experimentation, in trying to solve the basic problem that is posed in the abstract. It aims to provide pedadagogic guidance to others interested in the same problem. The work referred to in the paper provides the academic basis.

It was Ericsson, who first drew attention to the special nature of the adolescent stage and the roles and tasks which have to be resolved in passing through it. There is strong evidence, today, that this classic developmental description applies to even earlier ages and that symptoms spread over longer developmental stages. These tasks of developing independence from the parents and from other adults; identifying self; discovering and experimenting in social relationships; force the adolescent and others entering and passing through, the developmental stage, into separating themselves from within society. This group dependency upon the gang of others, who wish to separate themselves from adult direction and control, presents a difficult challenge to all adults who have to, or wish to, work with them. As the gang relationships extend over age boundaries the gang becomes too difficult for most institutions, like schools and organisations that base programmes on homogeneous age groupings. The gang members, seeking for self-identity and independence, support each other in rejecting the forced choices of the class room and the structured programmes which typify most out-of school provision.

The classic sociological study of the gang was provided over fifty years ago by Whyte in “Street-Corner Society”. He described how groups of youngsters drawn together by circumstance of living in the same neighbourhood, or of experiencing the same life style, or of facing the same social difficulties or tasks, gradually increased the frequency of contact with each other and isolated themselves from other relationships. As their contact increased they assumed different roles in the group, depending on their personal qualities and attributes and these roles hardened into fixed positions. These positions gave them status in the group, but also increased their dependence upon the group. Whyte observed how, due to lack of socially legitimate opportunities to demonstrate ability and earn status, the gang members increasingly resorted to socially illegitimate activity.

Since the time of Whyte, there has been concern in adult society regarding the increase in deviant behaviour which research shows is fostered by group pressure within this separated existence. Recent newspaper coverage of youth gang violence in England and other European countries, including

Sweden and in the USA and Japan have prompted this paper to highlight the need for educationalists to recognise their responsibility to these 'outsiders'. I believe in the need for and value of self-expressive play for all children in order to give them opportunities for developing confidence and initiative independently of adult direction. I regret the increasing tendency to confine the study and benefit of play to that used in institutions and guided by adults. Even more so, is this dangerous in the pre-adolescent and early adolescent stages of development when the distrust and suspicion of adult intervention and control is, as Ericsson showed, a natural part of developing and independent self. My comparative studies confirm that Whyte's description is still valid for adolescent gang behaviour today. The alienation of our modern society increases the need for the support of the gang among young people. There are also increased opportunities for gang development through increasing unsupervised free time. Yet my comparative studies reveal universal decrease in public provision of space for the leisure time of this developmental stage. This glaring avoidance of the needs of this stage has led me, in past publications, to label these young people as " The Forgotten Group".

But I suspect that this lack or provision and opportunity may also be due to an increasing fear among adults of how to work with the challenges of the gang. To work with the Forgotten Group, adults face a dilemna - Firstly, to find methods and opportunities to show adult care and concern and secondly, to pursue those social goals of fostering acceptable behaviour, in the face of the strong opposition which comes from the cohesion and support of the gang and which is based on a rejection of adult authority. Most adult attempts are defeated by this resistance and rejection. That is unfortunate because their hopeful attempts are justified by research which has revealed that under this demonstrative resistance to adult control or even guidance or suggestion, the Forgotten Group has a concealed need for, if unadmitted, interest in contact with and support of adults. This paper aims to help to solve the dilemma of those who wish to work with this developmental stage . It is based on my own work in training people to work with groups in a variety of situations. In that work I have applied my interpretation of the methods and observations of researchers whose work I now choose to describe in the paper.

Valuable understanding for prospective workers can be gained from Whyte's description of how the leader of the gang gained his position by excelling at one or more of the basic activities which first brought the group together. The leader then increased his position and power by carefully selecting gang activities which confirmed his superior ability and thereby increased his status as leader and confirmed the relative lower status of the other members of the group. By manipulating the gang activity and his attitude to other members, he could keep control over their relative status in the group and so avoid challenge to his authority. However, Whyte also described how the gangleader's freedom to choose his own development and action was, in turn restricted by his dependence on the group's acceptance and support, The leader and gang were enclosed within this reciprocal interdependence.

This understanding clarifies a risk in the dilemma for the prospective worker wanting to work with the gang. It can be tempting to use the methods of the leader in White's study to assume such a

leadership position. Many structured activity programmes for young peopele contain this assumption. But the goals of the gang leader are entirely opposite to all the principles and philosophy upon which concerned adults wish to base their work with young people. If adult workers use the same methods of manipulating the group activity to gain group support they can only succeed by being drawn in to this system of interdependence which denies young people chances to grow in personal identity and choice, which should be the aim of work with youth.

In the same period as Whyte's study, Kurt Lewin's field theory and leadership studies with experimental groups provided further evidence of the need for this deeper understanding by workers of the dynamics of the gang. Lewin trained researchers to lead groups in three different styles. The leader in the authoritarian role chose the activity and took all the decisions needed to guide the group to a successful achievement of the goal. In the democratic role the leader encouraged understanding of the choice and effects of possible goals and the efforts needed to reach them. The members participated in all the decisions to reach the goal and contributed with their own skills to the process of reaching the goal. In the laissez-faire role the leader merely collected the group together and was present during their attempts to work together. The laissez -faire leader did not participate in these attempts and gave no clarifying or supportive help.

(Diagrams describing these styles and their effects are placed at the end of the paper)

In Lewin's study the authoritarian group were first to complete the task and when questioned, most members were content with this achievement. The democratic group took longer to complete the task but all the members were very satisfied with the process and felt they had gained from it personally. The laissej-faire group did not succeed in their attempts to define and achieve the task and were very dissatisfied with the process and had found it an unrewarding experience.

An even more significant finding emerged in the second stage of Lewin's experiments. In this stage of the research Lewin constructed a plausible reason for the leader to leave the group for a considerable period. In the authoritarian situation, the group suspended work on the task whilst it tried to organise itself and to decide on progress until the leader returned It then completed the task but members were dissatisfied The democratic group proceeded with the task as before, with members contributing to the process and completing the task and feeling very satisfied. In the laissez-faire group, work stopped and the group lost cohesion and did not proceed. Members were very dissatisfied.

These findings can be interpreted simply, as that the authoritarian situation had proceeded on learning dependent on the leader and that members had gained little which they could apply independently on their own initiative. The democratic situation had allowed members to gain independent learning which they could then apply themselves. The laissez-faire situation had been a negative learning experience.

In my training work, Lewin's studies were replicated with students /workers being trained in the different leader roles and others being participants in the different style groups. Other workers observed and recorded the different processes. then discussed their observations with the group of trainees and encouraged them to express their feelings in the different roles and processes .This application of Lewin

‘ IPA World Conference 2014.

Abstract:

Brian Ashley Board Member IPA Sweden - Honorary Member IPA International

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I have studied and worked with this developmental stage over this whole period. I have concluded that one reason why this group is neglected in provision is because their development needs require them to challenge adult authority. This makes them resistant to normal provision. Most workers are not trained to cope with this rejection and in fact see the behaviour of the group threatening and dangerous.

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This application of Lewins work was useful in training workers to understand how to develop a democratic approach. Particularly as,at that time, most work with young people assumed an authoritarian and structured approach with a strong emphasis on the adult worker modelling adult society values. But, as I will explain later. the democratic approach needed refining beyond the normal understanding of democracy and did little to help with the problem of helping initial contact with the gang and securing interest and cooperation.

Lewin's further work helped with this refinement. Developing workshops in group observation skills Lewin discovered that the accidental interruption of a trainee into his interpretation of behaviour in a group led to a greater depth of discussion. This encouraged Lewin to extend all his training workshops to sessions in which trainees and trainers participated together in the analysis of observation and recording of 'their 'here and now' experience These gradually developed as 'T-Group'' workshops into which Lewin introduced the concept of 'feedback' which he borrowed from electrical engineering. He used the concept to describe how the behaviour and performance of group members could be changed and improved by receiving and understanding the results of observation and recording results of their previous behaviour.

The work of Robert Bales took this understanding further. Bales was a social psychologist who was strongly influenced by the field theory developed by Lewin on the basis of his research and training experience, Field theory conceptualised the behaviour of individuals in groups. It was seen as the combined influence together of the characteristics of others and of the individuals themselves acting as interacting forces in a social field. Bales built upon this concept and concentrated on observing and analysing the behaviour of members in interaction in groups. He developed his theory of social interaction in which the group and its activity, rather than the individual, was the unit of analysis. He still, however, remained closely interested in the role of individual personality in social interaction.

Bales' particular help to the problem of this paper, was in his development of methods of observation and measurement of interaction processes. He developed methods, which he called

SYMLOG - the Systematic Multi Level Observation of Groups and technical innovations for measuring group interaction. I found that these methods and those of Lewin, described above, could be adapted for the training of workers to solve the problems posed in the abstract of this paper

I used a training model similar to that of a post-graduate course developed by Bales and based on experience of students in practical placements. Trainees were divided into self-analytic groups and discussed their own interactions in order to learn about the problems faced by themselves as group members and by those working with the group. In my work I used group rooms interlinked by a Closed Circuit TV system to enable groups to make systematic observation of other groups and to record and feedback the results of their observations (including the TV replay to support their comments)

In this work I used certain concepts which were especially helpful to the training problem of this paper.

Firstly, Bales' conclusion that groups were always operating on two levels - that of task behaviour and that of socio-emotional behaviour. Sometimes these were complementary and supportive but more often they were in conflict. Bales concluded that the more the group concentrated upon the task the more the socio-emotional needs of the group were neglected or suppressed (confirming Whyte's description of how the gang leader used task activity to keep the group under his control). Bales showed that suppression of feelings by over-emphasis on task could build up emotional pressure which could slow up the task work of the group or even explode and stop the task work.. In some cases the socio-emotional needs of the group needed to become the task by recognising and trying to solve emotional problems, even if this diversion seemed to be be slowing down work on the primaty task. Workers in training, using Bales recording methods, (assisted by TV recording or feedback from other observers) could analyse their behaviour in situations constructed to emphasise task or socio-emotional processes. In this way they learned much about their own reaction to group stress and pressure and how to help groups manage the balance between the two areas of behaviout.

Secondly, Bales conclusion that leadership in groups was rarely one simple or homogeneous or uni-centred role, as that of the leader in Whyte's study. These observations of Bales confirmed Whyte's conclusion that such an interpretation of the role limited and starved the group. He showed that, on the contrary, in groups which were successfully adaptable to variable situations, the role of leadership was made up of a complexity of behaviours which no single leader could fulfil. His observations listed and categorised these different aspects of the task. He found that many of the different aspects were assumed by different members of the group depending on the situation or task.. Some of these aspects could be classified as positive task efforts - such as clarifying goals or identifying decisions to be made, others as negative task efforts such as denying progress or obstructing other contributions. Some as positive socio-emotional, such as approving contributions or identifying success, others as negative socio-emotional such as expressing distrust or disappointment or criticism . Some as neutral - such as providing new information or facts. Using Bales breakdown of leadership behaviour into these different aspects as a basis for recording, workers in training could receive feedback of their performance in

different aspects of the leadership role and learn how to share out and involve others in widening the capacity of the group.

This conclusion helped in the refining of the role of the democratic leader, which I I earlier in this paper referred to as necessary. This role needs to include the ability to identify in the membership of the group, all the potential contributions to the complex and variable total leadership needs of the group. Even more important the role needed the abiltity to encourage members to fulfil their potential in the group.. The worker needed to learn to accept and support the contributions of any member. In my training work I described this refined role as that of facilitator rather than leader. The facilitator maintains an open group, encouraging new learning information to come into the group from outside or to be sought from outside by members who are also helped to take their experience out from the group. The facilitator identifies and supports the particular skills and experience which each member can contribute to the group. The facilitator uses this knowledge of potential to emphasise creating opportunities for others to identify the goal and task and to make their contribution to the group process. Often this ability to create opportunities for others means that the facilitator must suppress any earlier opportunity to make the contribution for the group and to wait for it to emerge from the group. This can be a long and patient process of suppresssed frustration for the worker. This requirement to be prepared to conceal one's own capacity in order to develop the capacity of other members of the group is most difficult for many adults and is the most likely barrier to success in working with the Forgotten Group.

This paper has aimed to show that the most important capacity for the potential facilitator with groups to develop, is that of sensitivity to the group process and the ability to interpret and respond to the needs of the group. This cannot be learned by reading or listening to lectures. It must be built upon what Carl Rogers called experiential learning. The paper has described how experiential learning in specially constructed and supervised practical experiences can develop understanding and increase capacity in the worker.

In the finality. however, sensitivity to respond to the group and to facilitate the group's own reponse and to learn to suppress one's own capacity is not a cognitive process. It has to be experienced socio-emotionally by participating in groups constructed to facilitate sensitivity. In this stage of my work I found the writings and teaching of Wilfrid Bion the most helpful. Bion was a psycho-analyst who studied and practised in many group situations - therapeutic and otherwise. He took his studies of group experience to a deeper psycho-analytical level than Bales. His writings were many and complex but focussed down upon experiences in the family group as underlying all other group experinces. His main contribution towards the problem of this paper is that, especially in his work in the Tavistock Clinic in London, he stimulated group experience meetings or sensitivity workshops designed to help members of groups to learn more about their understanding of their behaviour . In these groups himself, or a consultant trained in his theory, interpreted the behaviour of the group by comments designed to keep the members focussed on trying to understand the process in the group. He believed that underlying all group situations, members were attempting to resolve conflicts or issues arising from.what he called

‘basic assumption’ behaviour. He classified three types of ‘basic assumtion behaviour’.

Fight/ Flight where the individual sways between fighting the primary task behaviour or flying from it by escaping into some unimportant issue,

Pairing where the individual seeks for some other individual in the group who can offer support or similar attiudes to the task.

Dependency where the individual seeks for a member to provide a model to follow.

According to Bion the behaviour in ordinary ‘work groups’ often lapses into this ‘basic assumption’ behaviour where members are being influenced by feelings which are not related to the task. In order to understand this process and its possible relevance for the training of workers I attended in 1970 “Group Experience Workshops’ organised by the Tavistock Institute for workers learning to apply Bion’s teaching. Experience Groups were organised in workshops, lasting a week in a residential situation which members were not allowed to leave. The whole time was spent analysing the behavior of the group under the guidance of a consultant trained to help focus the group on its behaviour by occasional interpretative comments. The analysis was even applied to behaviour outside the group sessions.

Like many psycho-analytical theories, the group experience workshops began to develop Bion interpretations rather like a faith which could answer all behaviour needs. I am opposed to such claims and rather see it, as I have used it, as a helpful tool among many others described above, of understanding group behaviour. Therefore, after attending several of these residential workshops I felt that I had gained enough understanding of my own behaviour in groups and considerable enlightenment as to the way in which groups functioned or did not function. I learned how aggression and pressure could build up in the group due to feelings underlying the surface process. These feelings had to be brought to the surface but the real reason was often too difficult to express. Instead they were often directed towards the consultant. I observed how the consultant accepted the aggression without reacting personally and then by carefully selected short comments redirected the focuss of the group back to explore the reason for the frustration, fear, or disappointment. This experience has been valuable in developing my own role in groups as a training consultant. It also confirmed me in my view that workers could only learn to work in groups by being helped to understand their own behaviour in real group situations.

The paper has sought to explain the difficulty of working with the gang group and to describe how to build up understanding of the dynamics of the group. The solution of how to make contact and secure the interest of the gang group is most likely to be provided by applying understanding of the

many-faceted aspects of the group task. By carefully studying the situation and behaviour of the gang it is possible to identify some aspects in which the group shows weaker capacity and where an offer of support limited to this particular weakness can provide a basis for development. By studying the complex list of possible task behaviour it is possible to identify certain contributions which are particularly suitable for adults to offer. In the early stages of contact these are most likely to be found in the neutral area of information and facts. Once contact has been established with a degree of security on both sides. then it can gradually be extended as other aspects open themselves up as areas of inter-communication and cooperation . It is a slow process and cannot be forced or pressured forward. I have described this in my work as the "time and result factor". It is unfortunate that the pressure for resources and the need to show quick results in public services allows this factor to destroy the chances of this kind of "confidence building" process. It is , therefore, usually only possible in special projects that show the way but rarely get the chance to be repeated and therefore to build succes s

However, I hope the paper can serve as encouragement to extend support services for the free-time of the Forgotten Goup. I hope it can be used as an explanation or argument for the importance of special projects and the full-time employment of specially trained workers to work with the Forgotten Group.

I hope all who read it will be stimulated to work for those aims

BECAUSE OF Copying Diificulties the diagrams promised could not be included but will be sent by e-mail if requested.

I received many requests for cooperating with training or development and am very willing to participate as consultant, trainer or adviser. Brian Ashley . e-mail :brian.ashley@telia.com, work was useful in training workers to understand how to develop a democratic approach. Particularly as, at that time, most work with young people assumed an authoritarian and structured approach with a strong emphasis on the adult worker modelling adult society values. But,as I will explain later. the democratic approach needed refining beyond the normal understanding of democracy and did little to help with the problem of helping initial contact with the gang and securing interest.

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I used a training model similar to that of a post-graduate course developed by Bales and based on experience of students in practical placements. Trainees were divided into self-analytic groups and discussed their own interactions in order to learn about the problems faced by themselves as group members and by those working with the group. In my work I used group rooms interlinked by a Closed Circuit TV system to enable groups to make systematic observation of other groups and to record and feed back the results of their observations (including the TV replay to support their comments)

In this work I used certain concepts which were especially helpful to the training problem of this paper.

Firstly, Bales' conclusion that groups were always operating on two levels - that of task behaviour and that of socio-emotional behaviour . Sometimes these were complementary and supportive but more often they were in conflict. Bales concluded that the more the group concentrated upon the task the more the socio-emotional needs of the group were neglected or suppressed (confirming Whyte's description of how the gang leader used task activity to keep the group under his control). Bales showed that suppression of feelings by over-emphasis on task could build up emotional pressure which could slow up the task work of the group or even explode and stop the task work . In some cases the socio-emotional needs of the group needed to become the task by recognising and trying to solve emotional problems, even if this diversion seemed to be be slowing down work on the primaty task. Workers in training, using Bales recording methods, (assisted by TV recording or feedback from other observers) could analyse their behaviour in situations constructed to emphasise task or socio-emotional processes. In this way they learned much about their own reaction to group stress and pressure and how to help groups manage the balance between the two areas of behaviout.

Secondly, Bales conclusion that leadership in groups was rarely one simple or homogeneous or uni-centred role, as that of the leader in Whyte's study. These observations of Bales confirmed Whyte's conclusion that such an interpretation of the role limited and starved the group. He showed that, on the contrary, in groups which were successfully adaptable to variable situations, the role of leadership was made up of a complexity of behaviours which no single leader could fulfil. His observations listed and categorised these different aspects of the task. He found that many of the different aspects were assumed by different members of the group depending on the situation or task . Some of these aspects could be classified as positive task efforts - such as clarifying goals or identifying decisions to be made, others as negative task efforts such as denying progress or obstructing other contributions. Some as positive socio-emotional, such as approving contributions or identifying success, others as negative socio-emotional such as expressing distrust or disappointment or criticism . Some as neutral - such as providing new information or facts. Using Bales breakdown of leadership behaviour into these different aspects as a basis for recording, workers in training could receive feedback of their performance in different aspects of the leadership role and learn how to share out and involve others in widening the capacity of the group.

This conclusion helped in the refining of the role of the democratic leader, which I I earlier in this paper referred to as necessary. This role needs to include the ability to identify in the membership of the group, all the potential contributions to the complex and variable total leadership needs of the group. Even more important the role needed the abiltity to encourage members to fulfil their potential in the group . The worker needed to learn to accept and support the contributions of any member. In my training work I describe this refined role as that of facilitator rather than leader. The facilitator maintains an open group, encouraging new learning information to come into the group from outside or to be sought from outside by members who are also helped to take their experience out from the group. The facilitator identifies and supports the particular skills and experience which each member can contribute to the group. The facilitator uses this knowledge of potential to emphasise creating opportunities for others to identify the goal and task and to make their contribution to the group process. Often this ability to create opportunities for others means that the facilitator must suppress any earlier opportunity to make the contribution for the group and to wait for it to emerge from the group. This can be a long and patient process of suppresssed frustration for the worker. This requirement to be prepared to conceal one's own capacity in order to develop the capacity of other members of the group is most difficult for many adults and is the most likely barrier to success in working with the Forgotten Group.

This paper has aimed to show that the most important capacity for the potential facilitator with groups to develop, is that of sensitivity to the group process and the ability to interpret and respond to the needs of the group. This cannot be learned by reading or listening to lectures. It must be built upon what Carl Rogers called experiential learning.The paper has described how experiential learning in specially constructed and supervised practical experiences can develop understanding and increase capacity in the worker.

In the finality.however, sensitivity to respond to the group and to facilitate the group's own reponse and to learn to suppress one's own capacity is not a cognitive process. It has to be experienced socio-emotionally by participating in groups constructed to facilitate sensitivity. In this stage of my work I found the writings and teaching of Wilfrid Bion the most helpful. Bion was a psycho-analyst who studied and practised in many group situations - therapeutic and otherwise . He took his studies of group experience to a deeper psycho-analytical level than Bales. His writings were many and complex but focussed down upon experiences in the family group as underlying all other group experinces. His main contribution towards the problem of this paper is that, especially in his work in the Tavistock Clinic in London, he stimulated group experience meetings or sensitivity workshops designed to help members of groups to learn more about their understanding of their behaviour . In these groups himself, or a consultant trained in his theory, interpreted the behaviour of the group by comments designed to keep the members focussed on trying to understand the process in the group. He believed that underlying all group situations, members were attempting to resolve conflicts or issues arising from.what he called 'basic assumption' behaviour. He classified three types of 'basic assumtion behaviour'.

Fight/ Flight where the individual sways between fighting the primary task behaviour or flying from it by escaping into some unimportant issue,

Pairing where the individual seeks for some other individual in the group who can offer support or similar attiudes to the task.

Dependency where the individual seeks for a member to provide a model to follow.

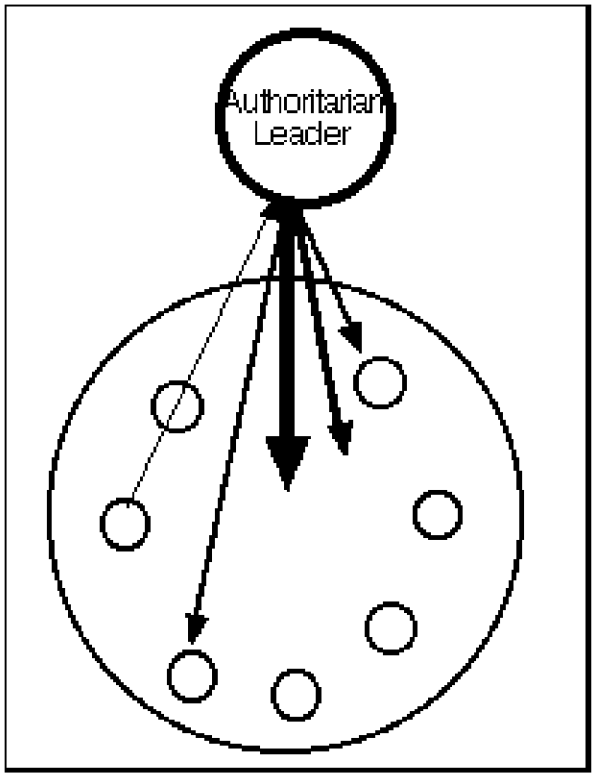
According to Bion the behaviour in ordinary 'work groups' often lapses into this 'basic assumption' behaviour where members are being influenced by feelings which are not related to the task. In order to understand this process and its possible relevance for the training of workers I attended in 1970 "Group Experience Workshops' organised by the Tavistock Institute for workers learning to apply Bion's teaching. Experience Groups were organised in workshops, lasting a week in a residential situation which members were not allowed to leave. The whole time was spent analysing the behavior of the group under the guidance of a consultant trained to help focus the group on its behaviour by occasional interpretative comments. The analysis was even applied to behaviour outside the group sessions.

Like many psycho-analytical theories, the group experience workshops began to develop Bion interpretations rather like a faith which could answer all behaviour needs. I am opposed to such claims and rather see it, as I have used it, as a helpful tool among many others described above, of understanding group behaviour. Therefore, after attending several of these residential workshops I felt that I had gained enough understanding of my own behaviour in groups and considerable enlightenment

as to the way in which groups functioned or did not function. I learned how aggression and pressure could build up in the group due to feelings underlying the surface process. These feelings had to be brought to the surface but the real reason was often too difficult to express. Instead they were often directed towards the consultant. I observed how the consultant accepted the aggression without reacting personally and then by carefully selected short comments redirected the focuss of the group back to explore the reason for the frustration, fear, or disappointment. This experience has been valuable in developing my own role in groups as a training consultant. It also confirmed me in my view that workers could only learn to work in groups by being helped to understand their own behaviour in real group situations.

The paper has sought to explain the difficulty of working with the gang group and to describe how to build up understanding of the dynamics of the group.The solution of how to make contact and secure the interest of the gang group is most likely to be provided by applying understanding of the many-faceted aspects of the group task. By carefully studying the situation and behaviour of the gang it is possible to identify some aspects in which the group shows weaker capacity and where an offer of support limited to this particular weakness can provide a basis for development. By studying the complex list it is possible to identify certain contributions which are particularly suitable for adults to offer. In the early stages of contact these are most likely to be found in the neutral area of information and facts. Once contact has been established with a degree of security on both sides. then it can gradually be extended as other aspects open themselves up as areas of inter-communication and cooperation . It is a slow process and cannot be forced or pressured forward. I have described this in my work as the "time and result factor". It is unfortunate that the pressure for resources and the need to show quick results in public services allows this factorto destroy the chances of this kind of "confidence building" process. It is , therefore, usually only possble in special projects that show the way but are rarely repeated.

However, I hope the paper can serve as encouragement to extend support services for the free-time of the Forgotten Goup. I hope it can be used as an explanation or argument for the importance of special projects and the full-time employment of specially trained workers to work with the Forgotten Group. I hope all who read it will be stimulated to work for those aims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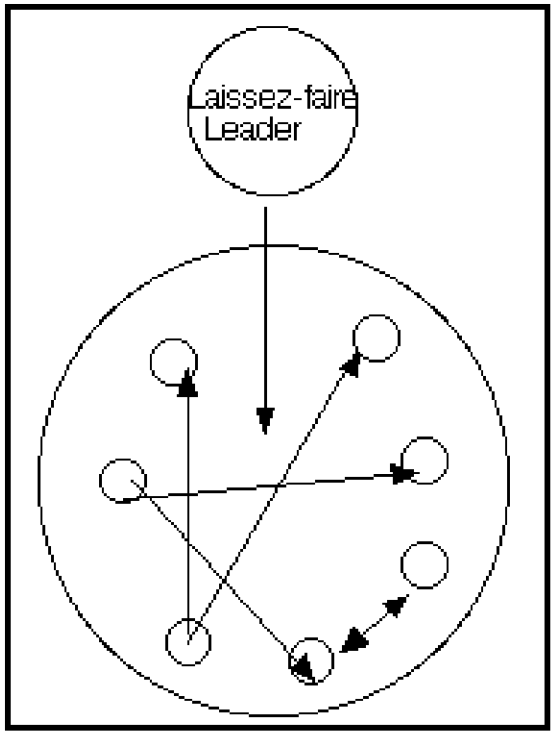
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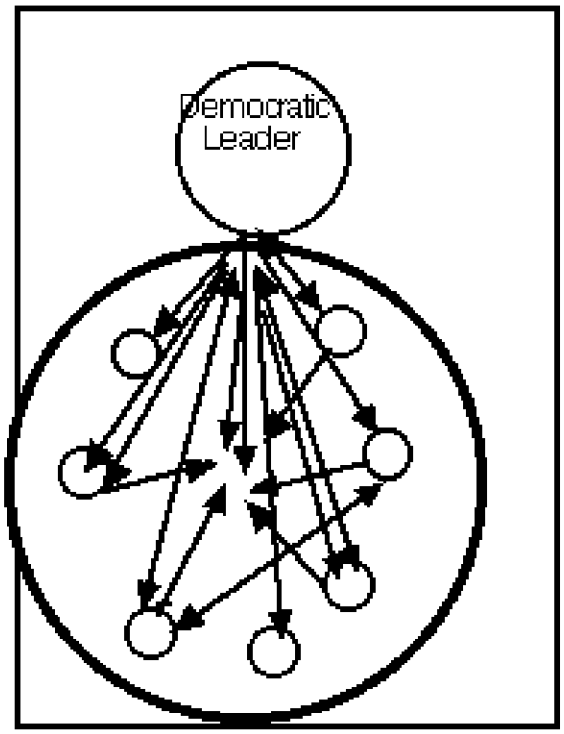
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