

# LONG ISLAND INSTITUTE FOR GROUP WORK WITH CHILDREN & YOUTH

## HUH?!?

*a newsletter about working with children and youth in groups*

Volume 10, Number 1.

*Special Tenth Anniversary Issue*

Winter/Spring 2005

## From the Editor

This issue marks the 10<sup>th</sup> anniversary of HUH?!? To commemorate the milestone, this issue of the newsletter is devoted to the theme of *celebration and group work*. Thinking about what to write about I am reminded of one of my all-time favorite articles, *Regenerating Community* by John L. McKnight (winter 1987, *Social Policy*). He wrote about the trouble with formal institutions that are organized around *control* and the benefits of community associations that are organized around *consent*. What I took from what he wrote is that valuing and promoting associational relationships can help build strong, productive and humane institutions.

In discussing the *community vision*, McKnight emphasized *celebration*. He said, "Community groups constantly incorporate celebrations, parties and social events in their activities. The line between work and play is blurred and the nature of every-day life becomes part of the way of work. You will know that you are in a community if you hear laughter and singing.

You will know that you are in an institution, corporation, or bureaucracy if you hear the silence of long halls and reasoned meetings. Associations in the community celebrate because they work by consent and have the luxury of allowing joyfulness to join them in their endeavors" (p. 58).

Think about your groups, the ones you work with as a practitioner and the ones you belong to as a colleague. Do they more closely resemble the *institutional* or the *associational* model? Is there room for joyfulness, play and laughter in your groups? What allows for it? What prevents it? These are important questions for all group workers and especially for those of us who work with kids.

Why celebrate with children and adolescents in groups? Here are just a few good reasons. (As you read this issue of HUH?!? you will find a few more).

*Celebration helps kids to feel special.* Some of the kids we work with may not be familiar with a feeling of being special. A meaningful celebration can help to cultivate the special

feeling that all kids deserve.

*Celebration helps kids to take responsibility.* A well-planned celebration can stretch kids' capacity to take responsibility as they contribute to making decisions and following through with the details that contribute to a celebration's success.

*Celebration helps kids to mark their time together, feel connected, and build memories.* Celebrations can mark milestones in the life of a group that commemorate shared history and strengthen bonds among members.

*Celebration is fun.* Enough said.

One of my indelible memories is a series of post-celebration celebrations following a much bigger celebration. Go ahead, read that last sentence again. Okay? Got it? The way it went down was that there was this major event, an International Cultural Celebration, that Nellie Taylor-Walthrust describes in some detail elsewhere in this issue of the newsletter. What Nellie does not mention was that the event was videotaped from the moment the kids who planned it arrived, to

the pre-celebration preparations that included the girls fixing their hair and ironing their dresses, to the arrangement of a vast array of ethnic foods, to the arrival of the guests, to the music and dance and fashion...and all the way through until the end of the evening.

Every Friday afternoon for weeks and months following, when the members of the group arrived for their Club meeting, the first thing they did was to arrange the chairs in front of the TV monitor. Next they popped some popcorn. Then they loaded the VCR. Finally they settled in as one might prepare to view home movies, to watch themselves and their fellow Club member in their shining moment never to be forgotten.

L.I. Institute for Group Work with Children & Youth Steering Committee - Chairs: Joanne Ditchik-Stutz; Cynthia Scott. Committee: Jean L. Bacon; Roseline Felix; Toni Kolb Papetti; Stacey Levin-Fletcher; Maureen O'Connor; Andrew Peters; Aimee Reifer; and Nellie Taylor-Walthrust. Project Coordinator: Andrew Malekoff.

**Long Island Institute for Group  
Work with Children & Youth**  
Mission Statement...

*Celebrating  
10 Years*

The Mission of the Long Island Institute for Group Work with Children and Youth is: To promote and enhance effective group work practice with children and youth through advocacy, education, and collegial support. **HUH?!?** is the Institute's newsletter dedicated to providing information, inspiration, and support for anyone working with young people in group settings.

## Valentine's Day

A few years ago I presented on group work with adolescents at a university in Canada. I stood before an audience of 200+ people wearing a coat and tie. I opened my talk by recalling that, just 24 hours before, I was on my hands and knees cleaning up glitter, multi-colored glue, squashed popcorn and crushed potato chips from the carpet of my office. As my colleagues walked by the open door they peered in, finding me on the ground sweating and with a piece of torn cardboard in my hand scraping up Cheez Whiz that only moments before was ejected from its plastic nozzle in giggling fits, as my group of 9- and 10- year-olds tried to hit a series of bulls-eyes that were the group members' wide open mouths.

As I stood before this audience of 200+ in my coat and tie, I wondered aloud what my colleagues from the night before thought of me (and now what these colleagues thought). They couldn't have known that I was cleaning up after a Valentine's Day party. They couldn't have known about the group's decision a week

before to make a Valentine for a group member's aunt who was terminally ill. They couldn't have known that the toughest boy in the group, who was trying to make a heart out of colored glue that he squirted from a tube, said only moments before, "This feels good-helping someone." And they couldn't have known how such a serious endeavor by a group of 9- and 10- year old boys and girls could also be so much fun.

What my colleagues did know is what they saw. They saw me with decades of experience, on my hands and knees cleaning the rug after a raucous meeting with a group of so-called troubled kids. And 24 hours later I would stand before a crowd on an expert on such as *this*.

### Moral of the story:

Group worker  
keep your poise;  
In the midst of  
mess and noise.

*Andrew Malekoff*

## A Cheese & Sauce "So Long"

I recall co-facilitating a socialization group for latency age boys and girls living in a community housing project. The group met in a local counseling center in an upper middle class suburb. The children who attended were of African American or Latino descent. My co-leader was Latina. The group met over several months and focused on friendship, family relationships, feelings, and fun group activities. Over the course

of group meetings, the members discussed challenges they faced at home and in school. Problem solving and verbal expression of emotions were encouraged.

The children shared their hopes, dreams, successes and areas of sadness. They did this in a safe space where they could openly struggle with personal and family dilemmas as well as share their joy. Being together over time offered a network of friends on whom they could rely, practice positive socialization skills, and share

their feelings. The group planned its ending as a celebration and an opportunity to honor the time they spent together.

While enjoying slices of pizza and soft drinks, group members reminisced. Their swapped memories would be cherished and recalled long after the group had come to an end. Each member recalled favorite memories, progress that had been made, and what they would miss most about the group. They reminded one another that they would be able to see each other in the

community and school and how special friendships were made.

The ending was with celebration and sadness as each member prepared to move forward. The themes that were apparent were the importance of cherishing memories; the emotional difficulty of endings; the celebratory nature of sharing food; the value of acknowledging positive change and growth; and our ability to keep friends near us through the memory of shared experiences.

*Jean Bacon*

# International Cultural Celebration

The Youth of Culture Drug Free Club, an after school program, emerged in the aftermath of an action-oriented research conference that was organized in the early 1990's in New Cassel, New York. At the conference, thirteen-year Charles sobered the gathering of 100 teenagers and adults when he revealed that a friend of his had recently taken his life. Charles wondered aloud whether there might have been a different outcome if his friend had had a safe place to go to talk to trusting adults. His heartfelt reflection and plea was taken as a challenge.

In the aftermath of the conference that focused on some of the risk factors youth in the community were facing, a small group of local youth decided to organize. Together with the staff from The Place, the host agency, they worked to formulate a direction, a mission for what they might do together. A major theme that was raised early on was the cultural differences and violent activities that were rampant in the school among different ethnic groups in this rapidly

changing community. Concerns about drug activity were also of great concern.

As word of the group spread by informal word-of-mouth the membership reached 25 youth who would soon declare their commitment to the group and arriving at the name Youth of Culture Drug Free Club. Each member pledged to be drug free, signed a contract to that effect, and learned a drug free pledge. Reciting the pledge became the opening ritual for their meetings from that point forward.

As the group evolved they emphasized cultural identity, learning about one's ethnic and cultural heritage, and identifying and understanding cultural, family and spiritual celebrations and rituals. Appreciating multi-cultural diversity became the group's calling card.

As the members learned to demonstrate love and respect for one another and respect and appreciation for the adult leadership and wisdom, they decided to organize a celebration of their work together. The essence of the celebration was to showcase where they had

come and what they had learned to the wider community of children, youth and adults.

After some deliberation they decided on an "international cultural celebration" that would include an elaborate buffet of ethnic foods; a performing arts segment to include African dance, modern dance and singing; a fashion show to include ethnic dress from around the world; original poetic readings; and a display of artifacts reflecting the different cultures represented in the groups.

The International Cultural Celebration was grand. The group members basked in the glow of the validation they

received from their parents, siblings, and neighbors who attended the Friday evening event. Carefully planning the event over the course of months and coming together to successfully carry it off increased their sense of belonging, competence, teamwork and mutual respect.

In the end they were exhausted and fulfilled with the memory they had created of their special time together and with the contribution they made to inspire hope and pride in all who attended. They had truly extended the bonds of belong beyond the group itself.

*Nellie Taylor-Walthurst*

## Youth of Culture "Rap"

I wonder if we eroded from sand  
 Or was it the big bang theory that created man?  
 Sometimes I wonder...  
 Sit back, relax, and get under.  
 Thinking is there a force powerful enough  
 To make man afraid of thunder.  
 But first the outcome is income  
 And then some  
 Make enough to run and spend some; for fun.  
 Then me and my friends we come  
 In the Club we sung love  
 And watch players buzz me,  
 Trust me son.  
 Youth of Culture got game in it  
 Got fame in it  
 We remain in it  
 'Cause we believe in it.  
 Waiting for the main event  
 Like the days on the corner  
 We watch the world go by  
 Or the nights of a bright light  
 When a good friend died.  
 The streets got a deadly hug,  
 Like a Drug  
 We need to find a way  
 To fill the neighborhood with love  
 From the parks, to the blocks,  
 To the favorite spots....  
 This RAP was written by the members of the Youth of Culture Club

## Youth of Culture Drug-Free Club PLEDGE

I pledge to remain drug free. I will not use alcohol or drugs. I will not smoke cigarettes or do anything that doesn't help me to live a clean life today, tomorrow, and everyday. I am proud to be DRUG FREE and I pledge to grow up that way. I will choose my friends CAREFULLY and not have friends who use drugs. I am going to be a role model for myself and for my friends.

## "Beating Up" the Group Worker: A Ritual Celebration to Becoming a Group

*(Sometimes "celebrations" take the form of spontaneous, subtle, unspoken rituals as is the case in this story - Editor)*

In August my adolescent boys group underwent a total membership change. Now there are 5 boys all who were in individual treatment and assessed as "unresponsive" by their therapist. We met every week from August to November without ever really clicking as a group. The boys attended and talked about how they "hated coming here," or about hating school, or hating their families. Nothing seemed interactive. They wouldn't comment on each other's statements and would only address me and not each other. It was a frustrating experience for me.

In a November meeting, I told them that I needed to cancel the next week's session because I wouldn't be in the office. Here is how the meeting proceeded. (GW=Group Worker).

Allen: Where you going next week?

GW: I'm speaking to a group of people.

Herbie: Where?

GW: Somewhere outside of this agency.

Allen: Where? Tell us?

GW: Okay. If you really want to know, I'm speaking at Sing Sing prison on how incarceration affects an inmates' children?

Mike: You're kidding,

right?

GW: No, I'm serious. I was asked to address about 100 men there.

We then went on to other topics. Two weeks later, the next group meeting was held.

Allen: So how was Sing Sing?

GW: It went well, but you know I missed you guys.

Herbie: Liar, you didn't miss us.

GW: Sure I did. It was Tuesday at 6 and nobody was busting my chops. I've gotten used to that.

Allen: So you were beaten down at Sing Sing, weren't you? (smiling)

GW: No I wasn't.

Herbie: Yes you were, they beat you down. (smiling).

Maurice: Damn, Carl got beaten down. (smiling).

Mike: (standing up and walking to the door).

Fellows, I think we should re-enact what happened to Carl at Sing Sing. (Turns out the lights).

Everyone gets up, circles me, and acts like they are hitting me. After a few seconds they all sit back down.

Allen: Hey Carl, can you get the Uno cards so that we can play?

And so the group finally became a group. Unfortunately for me, the shared goal was beating me up!

*Carl Mazza, DSW,* is a consultant to a number of prison programs.

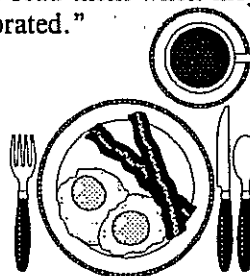
## Celebrating and Feeling Celebrated

I work with a group of high school students who have a variety of developmental disabilities that range from Down's syndrome to Autism. The purpose of the group is to develop skills that will promote their social functioning in and outside of school, at home and in the workplace. The students are all part of a self-contained classroom, the only class of its kind in the high school, with a strong vocational-educational component.

As we approach the end of each school year, graduating students "move ahead" with ambivalent feelings about leaving the security and support of the high school setting. At the same time, students that are "left behind" often go through a variety of feelings as well.

In order to "celebrate" the group, we developed a ritual for our final two meetings of the school year. The group has breakfast together (usually McDonalds) and the members share their feelings using large index cards. Each group member, including the facilitators, has an index card with his or her name on top. The group members write things that they will miss or things they admire about the person whose name is at the top of the card. At the end of the group, each member gets his or her card back to read and share (if desired) with others.

The smiles on their faces when they read positive affirmations are priceless. One example is Derek, an eighteen-year-old student with a variety of disabilities. His card was filled with comments on his helpfulness and willingness to listen to others. Upon receiving his card, Derek smiled and said, "I feel proud that my friends think I am a good listener." Barbara, a sixteen year old physically challenged female, could not stop beaming after reading on her card that her friends thought she was a "sweet person and a lot of fun." This ending celebration gives the students the opportunity to share thoughts and feelings that are difficult for them to verbalize. Some later reported to me that they hold onto their cards and re-read them when they have the need to feel "celebrated."



*Stacey Levin-Fletcher*



## Celebration as an Aid in Adapting to a New Group

Recently I replaced someone who was leading an open-ended group in an elementary school. The purpose was to provide elementary school students, ages 8-10 with a structured and relaxed environment, where they can participate in activities that can help them to develop social skills, encourage positive peer relations, and instill a sense of hope. This was a multi-ethnic group composed of African American, Hispanic, and Haitian children.

I reviewed the program goals with the students and decided to proceed with their old routine. Two weeks later, the guidance counselor informed me that she had new students that she felt were appropriate for the program. I had some concern about how the old students would react to the new students, since the group had reached a stage where the group culture and cohesiveness among the group members were already established. Other concerns centered around the new students coming in almost at the end of the school year in a group that was already formed without their input.

This dilemma raised questions regarding change, acceptance, and fear of how the new students would be received by those who were already in the program and vice versa. As a result, a decision was made to discuss with the group the possibility of having new

members and get their feedback on how they will handle the situation. We reviewed the purpose of an open-ended group and asked the group members to share any experiences they have had of being a new member in an already existing group. They seemed very willing to talk about their own experiences. Some of them talked about when they transferred to a new school or a new class. Others talked about their experiences of when they came to this country.

From this discussion, the idea of having a party to celebrate the new arrivals unfolded. The student's ambivalence was transformed to excitement as they discussed planning an activity to welcome the new students. They talked about making welcoming banners and planning a party. Every week, they worked on different projects to fulfill their goal. For example, one group designed the banner, another group wrote the program agenda, and those who were involved in music volunteered to either play an instrument or sing a song. It was so interesting to see the energy that the students used in the planning process. They invited the school guidance counselor and orchestrated the whole program. As the planning progressed, it was clear to see their pride in having coordinated what promised to be a successful event. They chose a date for the

party and made sure that everyone would play their assigned role. This experience helped the students to respect and appreciate each other's cultural differences and contributions. Prior to the party, staff did their best to assist the students in decorating and providing necessary items for the party.

On the day of the party, all of the students were excited. They all prepared their assignments as planned. One student acted as a master of ceremonies and made a speech to welcome the new students. This welcoming gesture, together with the ceremony, allowed new

students to more quickly feel connected to the group by forming a bond with the original group members. This made the new students feel welcome, as if they were already a part of the group. The closeness that resulted lasted through until the end of the program.

This example shows how celebration can help unify a group in a transition phase. In this case, the celebration helped these students, all of whom had to adapt to a new country, to feel comfortable in adapting to another new situation - a new group.

*Roseline Felix*

### Looking Back at Ten Years...

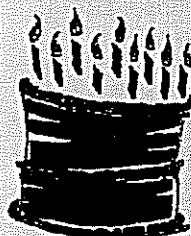
As a staff member involved in the publication of *HUH?!?*, I can look back with much pride on ten years of publishing an important, information-heavy newsletter.

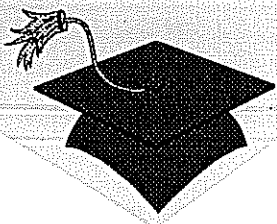
I have had a chance to participate in a number of the Institute's Action Research conferences. One such event had to do with gay and lesbian teens and their experiences. I was truly touched when one teen said to me, after the conference, that the day had been "The best day of my life!" Action Research is, itself, a very real celebration of life and an instrument of empowerment because it allows participants to be a part of finding solutions to important issues and concerns. It feels amazing to be a part of such life-affirming work!

We now offer this newsletter to more than 35 colleges and universities throughout the nation. And as each day brings us new subscriptions and mail we are gratified that our efforts continue to bear

fruit. Our staff extends our thanks to our readers and our congratulations to the Long Island Institute for Group Work with Children and Youth! Happy tenth birthday - may *HUH?!?* continue to flourish for many, many years to come!!!

*Jane E. Meckwood-Yazdpour*





# A Graduation

"Chris" was a 19 year old who had just graduated from high school. He had been on a special education track. He was having trouble adjusting to life after graduation and found his way to the Pride for Youth program. In addition to having learning disabilities and a history of physical abuse that left him anxious and very sensitive Chris was also in the process of coming out as gay, another obstacle in his struggle to fit in.

Chris made the connection to the agency easily, keeping regular counseling appointments. He also participated in a weekly Drop-in Center for gay teens. He had a childlike attachment to me, repeating his pattern of glomming onto safe adults rather than other young people who were not so patient and accepting. His strong positive connection to me exacerbated his alienation from peers. For instance, he would talk loudly about how great his counselor was and seek out my attention whenever I entered the room.

As part of Chris' counseling, I encouraged him to join one of the agency's youth groups thinking that this would allow him to safely explore connections with other youth and become less dependent on adults. Unfortunately, his experiences in groups were not positive. At times he

monopolized the group with inappropriate sharing about his personal problems. When confronted by others, he became verbally aggressive. Other group members scapegoated him, making fun of his angry outbursts and overly dramatic personal stories. He ultimately dropped out of the group after a fight with another group member. Fiercely defensive, he explained to me, "The other kids are just too immature for me."

I met with Chris for two years before he reached his 21<sup>st</sup> birthday and was no longer eligible for services. Knowing that his transition out of the agency would be difficult for him, we negotiated a plan to end his counseling over six months. The last few months were at times painful for Chris. Nevertheless, he ended with a sense of confidence that was quite gratifying to observe. We had our last appointment just before the Drop-in Center opened. Chris spoke about how proud he was of how he had grown over the past two years. Indeed, Chris had made substantial progress: he found his first full-time job and was managing his anxious and angry feelings much better so that he was able to maintain the job. His connection to peers remained elusive however.

That night, the Drop-in Center was running an Open Mic night, an opportunity for

youth to get on stage and read a poem, perform music, or talk about something that was important to them. After my meeting with Chris, a colleague informed me that Chris had asked to speak at Open Mic in order to let everyone know that tonight he had "graduated" from the agency and to give a special thank you to his counselor. I cringed as I heard this, afraid of how the other young people would respond to another one of Chris' melodramatic speeches.

When Chris took to the stage, he announced with great pride that today he was graduating from the agency after having come a long way. He shared that he started coming to the Drop-in Center feeling lost and alone and had grown so much that he now had a job and was an independent young man. And he did give a very emotional, public thank you to me for all of my help.

No one heckled him or threw food at him from the audience as I had feared. Rather, after a brief silence, the kids gave him a loud cheers and applause. A few even approached him afterward to personally congratulate him and wish him good luck. I hadn't given Chris' peers enough credit. Somehow, through all of the fights and teasing, a connection had been made between Chris and the other kids. They were rooting for him in spite of all of his attempts

to push them away. I couldn't imagine any better celebration for Chris.

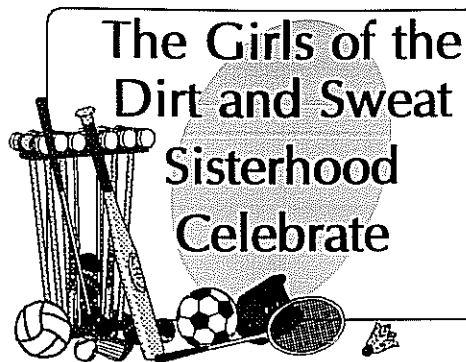
*Andrew Peters*

## In the Past Ten Years

Over the past ten years, *HUH?!?* has offered much information to readers. One of the most popular features throughout the years has been the "Tips For" column. Here is a sampling of this column:

- **Community Service:** The best way to get adolescents involved? Ask them!
  - **Adolescent Groups:** Maintain your sense of humor and check your ego at the door.
  - **Co-Leadership:** Be sure to structure in time to discuss the group before and after meetings and participate jointly in planning and evaluation of each group.
  - **Youth sports:** Don't lose sight of the purpose - emphasize effort, participation, and skill development.
  - **Conflict:** Don't elude conflict, embrace it as an opportunity to develop a culture of respect, listening, and understanding.
  - **Debriefing After Trauma:** No psychological technique is for everyone. Debriefing after trauma is only one tool in the therapy spectrum.
- There have been so many more. A compendium of these "Tips For" columns is available. Send your check for \$5 payable to the Long Island Institute for Group Work with Children and Youth; NSC&FGC; 480 Old Westbury Rd.; Roslyn Hgts. NY 11577-2215; Attn: "Tips For".





Revered are the young ladies covered in dirt. Torn clothing is their badge of honor. A shirtsleeve has one purpose, to wipe the sweat from one's brow. Socks remain unwashed during winning streaks. During a good season everyone stinks. A sweaty, dirty, and sometimes smelly group of teenage girls...a team!

The girls of the dirt and sweat sisterhood boards a yellow school bus bound for home. It is spring and there is a chill in the air as the sun falls. Tired from the day at school and battle on the field, soon they will face the challenge of homework and family. They smile as coach yells, "Don't forget to take your dirty shoes off before you get on the bus." Their smiles reveal a sense of pride and accomplishment in a thrilling victory. They congratulate one another for their hard work and success and await the coach's address to the team, a ritual review of their performance comprised of the ups and downs and oopses and ahhs of the game.

"Great job today, ladies," says the coach, sparking spontaneous cheers and high fives. The coach continues, "Great

job, but I would like my shortstop to explain the purpose of that throw to nowhere in the third inning." The sisterhood knows that the day's work is not

over.

The shortstop slumps a bit in her seat, not offering an answer. Not a group that relishes silence and always there for one another, one of the shortstop's teammates comes to her defense amid the others' nervous giggles. One of the coach's classic responses follows, "In other words you didn't even SEE the play?" As the giggling subsides and the tension is broken the shortstop offers an explanation and apology. "Not necessary," says coach, "just try not to do it again."

The trip home is short. No one minds the sweat, dirt, and smell. "I'm not washing my right sock today," says the first baseman. The centerfielder reveals, "Great! I haven't washed my left sock for three weeks. They'll be a lucky pair!"

Typically teenage girls might be more concerned with the odor on the bus and what other girls are wearing. This group is only focused on reaching a common goal, enjoying the road to reaching it, and celebrating their success and mutual struggle together. Plus, it can't hurt their focus that they are all dressed and smelling exactly alike.

*Toni Kolb Papetti*

## A Shocking and Challenging Time



Who can ever forget the events of September 11th? This terrible, and defining moment, in history is a part of everyone. It is interesting to note that the group workers who regularly contribute to *HUH?!* were all involved in some way in helping victims and families cope with the events of that fateful day. Many on the Long Island Institute for Group Work with Children and Youth's Steering Committee worked for long, frustrating, very sad hours during those days when the world as they had always known it, seemed to have turned upside down.

*HUH?!* responded with special issues in which the work of 9/11 was detailed, outlined, and given parameters even as it unfolded. In the Winter-2001/02 (V.7.N.1.) issue the work of those days began to be journaled. Andrew Malekoff, coordinator of the LIGW and NSC&FGC's

Associate Director, right from the beginning, was involved in this work. His editorial in that Winter issue told the story in a dramatic fashion. That issue also offered parents and professionals information on talking to children during times of crisis and helping very young children when a family experiences a loss during a traumatic event. In that same issue, Cynthia Scott, one of the Institute's Co-Chairs, talked about her first moments

experiencing the events of 9/11.

In following issues (Summer-2002 V.7.N.3. and Fall-2002 V.7.N.4.) *HUH?!* continued it's front line coverage of the work that was done in the wake of 9/11 - both as the general mission of the professional community as well as through the special Project Liberty government response.

One special piece, that appeared in the Summer-2002 Issue, was written by our Early Childhood Center Director, Sandra Wolkoff. It is a powerful article; Ms. Wolkoff, who works in a Long Island community that suffered heavy losses on September 11th, describes her personal and professional responses.

The Fall-2002 Issue, devoted entirely to 9/11, contains dramatic photographs of the area around the World Trade Center as well as numerous articles from group workers.

So much important information was offered through these issues, that they have provided a strong framework for group work as a modality for trauma response.

There are limited copies of these issues available for purchase. If you are interested please send your check for \$5 payable to the Long Island Institute for Group Work with Children and Youth; NSC&FGC; 480 Old Westbury Rd.; Roslyn Hgts.; NY 11577-2215; Attn: "9/11 Back Issues".

**Long Island Institute  
for Group Work With  
Children and Youth**  
480 Old Westbury Rd.  
Roslyn Hgts., NY 11577-2215

Non Profit Organization  
US POSTAGE PAID  
Permit # 271  
Roslyn Hgts., N.Y. 11577

FOR MORE THAN HALF A CENTURY



CARING FOR THE EMOTIONAL HEALTH OF OUR COMMUNITIES

 **Change Service Requested**

**\* A Program of North Shore Child & Family Guidance Center \***

Licensed and Supported by: Nassau County Department of Mental Health, Mental Retardation & Developmental Disabilities; The New York State Office of Mental Health; Nassau County Department of Drug and Alcohol Addiction; New York State Office of Alcoholism and Substance Abuse Services. Supported by: State of New York Office of Mental Retardation & Developmental Disabilities; State of N.Y. Office of Children and Family Services, Office of Youth Development; The Nassau County Youth Board; New York State Department of Social Services; United Way of Long Island; Great Neck United Community Fund, Inc.; United Community Chest of Port Washington; Manhasset Community Fund.



## Subscribe to *HUH?!?...*

*HUH?!?* was born out of a small group experience. A group of practitioners who attended a workshop together revealed the isolation that they felt in working with young people in groups. They agreed to form a supervision group. Soon thereafter, they decided to move from support and education to advocacy by spreading the word. They formed a second group called the Long Island Institute for Group Work With Children and Youth.

To support the continuation and growth of this newsletter, devoted to group work practice with children and youth, please feel free to write to us with your suggestions, questions, comments, and ideas for articles.

Too many aspiring group workers have bailed out of their work with young people due to poor education and training as well as lack of adequate group work supervision in the field. Young people need adults who can hang in there and not abandon hope. *HUH?!?* can be a constant reminder that you are not alone and that together we can change things by rebuilding a culture of competent group work practice for children and youth.


Subscribe to *HUH?!?* today and support group work with children and youth. Please make your \$10.00 check payable and mail it to: The Long Island Institute for Group Work With Children & Youth; North Shore Child & Family Guidance Center; Attn: Subscriptions; 480 Old Westbury Rd.; Roslyn Heights, NY 11577-2215

*HUH?!?* is the twice-yearly newsletter of the Long Island Institute for Group Work With Children and Youth, a program of North Shore Child & Family Guidance Center; 480 Old Westbury Road; Roslyn Hgts., NY 11577-2215; Phone: (516) 626-1971 •• Fax: 626-8043. Executive Director/CEO: Marion S. Levine, ACSW; Associate Director/NSC&FGC and Newsletter Editor: Andrew Malekoff, ACSW, CASAC. Newsletter Design and Layout: Jane E. Mackwood-Yazdpour, BS. Participating Agencies: Coalition on Child Abuse & Neglect, Garden City; Youth Directions and Alternatives, E.Northport; Herricks School District, Albertson; Sanctuary Project, Huntington; Plainridge School District; L.I.Crisis Center, Ballmore; L.I. Center for Social Therapy, Floral Park; SUNY Stony Brook; Temple Sinai of Roslyn; Huntington Youth Bureau, Huntington; South Huntington School District, South Huntington, NY. © Copyright February 1, 2005/USA.

## Of Special Note...

The second edition of *Group Work With Adolescents: Principles and Practice*, written by Andrew Malekoff, is now available from Guilford Publications. This second edition presents four new chapters and other major revisions that reflect the current time in which we live. The book presents the theory, principles, methods, and guidelines for effective group work. Dr. Trudy Duffy of Boston University says: "This second edition is another 'page turner'...the talk is real and the work is authentic - and the new chapters are excellent...This text is a treasure." It has been chosen as a main selection by the Behavioral Science Book Club.

As reviewer Robert Salmon, Professor of social work at Hunter University, writes: "Even when the reader knows, in advance, that Malekoff has the writer's ability, through his sensitive use of poetry, to reach your intellectual and emotional core, there is a sense of astonishment that he can do this so quickly and totally."

 **CONTACT: Guilford Publications; Promotional Code 2E; Phone: 1-800-365-7006; Fax: 212-966-6708; or online at [www.guilford.com](http://www.guilford.com) to order.**