

## Introduction to the Special Issue on Using Group Action Techniques With Children and Adolescents

In the group psychotherapy literature, there is a scarcity of practical applications of group action techniques with children and adolescents. Articles in this special issue, designed to alleviate the scarcity, focus on children and adolescents within educational and therapeutic settings.

Zachariah and Moreno, the authors of the first article (pp. 157–167), use sociodrama and sociometric techniques to reduce classroom conflict and teach students to be more compassionate toward one another in a classroom environment. The results of their case study support the use of action sociodramatic and sociometric tools. They also provided students with opportunities to practice and implement conflict resolution skills in the classroom.

The subject of the second article (Armatruda, pp. 168–181) is a special education program at a public elementary school that focuses on psychodrama-based conflict resolution and skill-building training. Action techniques and psychodrama methods were used on a biweekly basis to help students communicate more positively with one another, allowing them to improve their status with peers in the classroom. Students' negative behavior in the classroom decreased, interactions with one another were more positive, and attitudes toward their own potential changed from a negatively skewed focus to one fostering positive self-images.

In the third article (pp. 182–194), Cossa explores the use of sociodrama to help educational communities investigate, understand, and decrease bullying behaviors of adolescents. By training community members as youth auxiliaries or peer mentors in sociodrama, they learned to respond appropriately and effectively to uncivil behavior and to investigate the interrelationship of various sectors within the community. Furthermore, Cossa addresses how

each community segment contributes to the problem and how youth auxiliaries or peer mentors make the most of sociodrama, which offers them practice in addressing and handling the conflict in civil ways.

Daniel, in the fourth article (pp, 195–205), focuses on the uses of a role theory framework, sociometry, and psychodrama with adolescent women and their family members. The author describes four case studies in which the therapist used sociometry and role theory in one-to-one psychotherapy. She also describes how she uses the social and cultural atom as well as investigative action techniques. The investigative action techniques are roles, designed by the author, that she plays to glean clarifying data from her clients and to assist them in recovering the healthy roles they had once maintained or in developing new ones.

Marlo Archer reviews Mario Cossa's book *Rebels With a Cause: Working With Adolescents Using Action Technique*. She reports that Cossa distills his experiences and his knowledge down to a primer for practitioners to help them understand adolescents' unique needs and how action methods must be modified to work effectively with this population.

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