

Second International Workshop on Group Analysis with Children and Adolescents

Identity Crisis in a Changing World

19th - 21st September 2025 in Frankfurt/Main

ABSTRACTS WORKSHOPS

Saturday, 20 September 2025

11:00-12:30 Workshops (parallel sessions)

01 Anja Khalil | What is true??? You? Me? My body? My self?

Struggling for one's own truthfulness and the truthfulness of the shared reality with others
Group-analytical case study of a youth group with accompanying parent's group with
perception disorder across generations

02 Katrin Stumptner | Trust the Group

A central statement by S.H. Foulkes regarding the group-analytical attitude in working with
adolescents.

In the workshop, I would like to explore the mechanism of mutual trust. The trust that is placed
in us as group analysts in the work with children, adolescents and adults (parents/caregivers).
The trust that we have as group analysts in the group and its process. Again and again I
experience it as a challenging process to open up a space, to create an atmosphere of trust for
free communication with each other in the groups with adolescents. Likewise in the parallel
caregiver groups. The reading and translation of various attacks on the group as a body
provoke the confrontation with my counter-transference. A continuous wakefulness and
training on a scientific, diagnostic, cultural, social, political and personal historical level. Some
examples from my groups will make it easier for us to start a joint reflection process. I am
looking forward to our encounter.

03 Leticia Castrechini-Franieck | Adapting Group Analytic Theory in Challenging Contexts

Vulnerable children and young people are often confronted with contradictory realities, leading to internal conflicts arising from ambivalent values. While some develop resilience, others experience social adjustment difficulties, become fixated on painful dilemmas and exhibit "either/or" thinking. This paper introduces "shared meaning communication" (Castrechini-Franieck 2022), a framework that reconceptualises differences as choices to be explored through "both/and" thinking. In order to facilitate this process, the T-WAS and Power Time interventions have been developed. These innovative group interventions are specifically designed for vulnerable children and young people, particularly those who are underserved by traditional mental health services. Drawing on Foulkes and Anthony's group analytic approach, they adapt this methodology to novel and challenging social contexts. In particular, they move the therapeutic setting away from the conventional clinic and into unconventional spaces such as refugee camps (T-WAS) and the streets of the city (Power-Time). By creating a supportive group environment that is conducive to open dialogue, these interventions aim to promote self-awareness, encourage individual growth and cultivate a sense of belonging.

04 Robert Mayerle, Frank Pinterowitsch | "Totally cringe"- shame effects in the adolescent group

Shame issues are particularly important for adolescents when it comes to coping with various developmental tasks and are closely linked to self-esteem, which is vulnerable during this phase. Especially in groups, where it is important to show oneself with desires, needs, fears and fantasies, shame effects emerge and must be dealt with. The causes (traumatic, familial, social) and how to deal with them in groups will be discussed using examples.

14:30-16:00 Workshops (parallel sessions)

05 Kathrin Bach | Queer Youth, between the search of identities and life as a transgender person.

Work with 8 young people aged between 14-19 years over 2 years.

06 Karoly Oriold | Only the shoes remain - From children's home to the highest institution of the FIDESZ government.

Group-analytical case study concerning an identity crisis

B. was adopted at the age of three. His adoptive parents decided to adopt him a few years after the accidental death of their only 16-year-old son. Following the decision and an appropriate settling-in period, the adoptive parents brought B a new dress on the day of the adoption. B changed his clothes but was not allowed to change his shoes. The shoes stayed. He received a bag of sweets, which he gave to the residents of the home as a farewell gift.

B. has been attending the group for four years, initially to work on his difficulties with his partner and his attachment, and later to work on his difficulties with fatherhood. What kind of father can he be? During the group he became a father (both adoptive father and biological father), and his political career took off. He became one of the background leaders of the most aggressive, persecuting organ of FIDESZ. In my lecture I will illustrate the process of becoming a father, his ambivalent career and the group processes, roles and interactions that accompanied it all by describing his dreams.

07 Anke Mühle | "Me, Mum, Dad and the Others"

The application of the "Watch, Wait and Wonder"- Interventions program in parent-child groups with high and multiple burdened parents.

Risks for children as a result of their parents' illnesses or multiple burdens do not add up, but accumulate almost exponentially. If parents are ill or highly worrying, the child may lack important impulses and feedback. For the work with parents, we follow the experiences from groups and research findings that go back to the work of Anna Freud (Pedrina, 2014), that mental illnesses, as well as problems in dealing with children, are extremely shameful and are often denied and hidden.

Psychosocial stress factors such as a difficult parent-child relationship, low emotional availability for the children and low family cohesion in combination with unstable living conditions due to illness carry a high risk of abnormalities in the children's behaviour and development. In addition to inpatient- there is outpatient assistance must be available, so that parents can take advantage of professional help together with their children. For families with insufficient social skills, with mental illnesses, the need for follow-up care for postpartum depression and parents who are socially withdrawn and highly isolated, the formation of relationships is in a group elementary. The intervention program "Watch, Wait and Wonder" offers opportunities to find ways to exchange ideas about the current aspects of stress and to

experience oneself increasingly self-effectively as parents through social learning in relationships – in addition to psychoeducational elements.

08 Ewa Bak | “The group as a place to think when the world is dominated by action.”

I am a training group analyst and supervisor at the Polish Institute of Group Analysis and a child and adolescent psychotherapist and supervisor at the Hanna Segal Institute for Psychoanalytic Studies.

I also act as a substantive manager at the mental health centre for children and adolescents, where psychotherapy is provided under the national health fund. I manage a group of professionals working at this centre, and I also supervise the clinical work of hospital psychiatric and psychotherapeutic departments and in facilities providing psychological and psychotherapeutic assistance within state educational institutions.

I will prepare a short presentation of a therapeutic group for teenagers with which I have been working for two years.