Coursework

Student’s Name
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OUTPUT QUALITY

Nowadays, teachers and therapists direct their efforts on prevention of challenging behavior instead of addressing it. This work summarizes the article concerning this topic, uses it for making implications for teachers and therapists, and provides personal reflection on this article. The following pages also contain the analysis of the cases of a child who shows challenging actions and reflections. This coursework identifies target behavior accommodations for addressing it, and recommended intervention strategies to Sam’s teachers. Analysis of the article that depicts preventive strategies directed on mitigation of challenging behaviors together with analysis of the case give deep understanding of this topic and provide the opportunity to apply acquired knowledge on practice.

Article Summary, Implications and Personal Reflection

The authors of the article *Preventing challenging behavior in young children: Effective practices* depict intervention strategies directed on the prevention of challenging behavior (Alter & Conroy, n.d.). These strategies are the following: arrangement of classroom environment, scheduling, and implementation of routines, rules and rituals. Arrangement of effective classroom environment undermines creation of practices, materials and environments appropriate to children’s developmental levels, which allow to lower engagement in challenging behaviors. Proper arrangement includes such factors as structuring the physical environment (allowance of physical monitoring of children, arrangement of activity centers, and arrangement materials, which allow to promote engagement, independence, and mastery; attending details; and structuring of interpersonal climate) (Alter & Conroy, n.d.). Scheduling
assures predictability of studying. It can be reached by using photographic picture schedules; making schedules within and across activities; and enabling the children to make decisions between the activities (Alter & Conroy, n.d.). Providing rules, rituals and routines has various levels of effectiveness for children of different ages. For example, rules are more appropriate for the children of a preschool age; while routines and rituals have greater impact on younger children. All of them are necessary for creating the structure of learning; acknowledge the children about appropriate and inappropriate behaviors; providing verbal and non-verbal cues and prompts; fostering the community and reminding the rules (Alter & Conroy, n.d.). They also assure stability and consistency, which inform about the major values. Moreover, they simplify the transition between activities and reduce the possibility of arising of challenging behaviors. Teachers should apply small steps for implementation of rules, rituals and routines in the classroom.

Teachers and therapists can use the information provided in the article for prevention of challenging behavior of children. They can arrange the classroom environment in the appropriate manner, develop schedules, and implement rules, rituals and routines for providing the opportunity of communication and attentive studying in the classroom, because children will better understand what is expected from them. Furthermore, teachers and therapists will better control and shape their activities.

To my mind, this article provides rather useful description of the major strategies which can be applied for prevention of challenging behavior. The authors make the stress on shaping the activities and behaviors in the classrooms. At the same time, they do not provide sufficient number of examples. Thus, this article provides only general information about prevention.
Identification of Sam’s Target Behavior

Sam’s target behavior is behavior that was chosen to change, i.e. what it would be better for Sam to do as opposed to what behavior should be ceased. Target behavior should have positive character. Moreover, it should be socially significant, i.e. Sam should obtain significant benefits from it. Proposed target behavior will be directed on the reduction of Sam’s opposition to touching of his snare drum. This negative behavior can be associated with his obsessive-compulsion disorder, as compulsion is reflected in avoidance the situations which can lead to anxiety. In Sam’s case, such situation is extreme upset when someone touches his drum and even movement the instrument outside the school every day, and engagement in disruptive conversation with people who touched his drum and sticks. Consequently, proposed target behaviors are Sam’s neutral or even positive reaction on touching his snare drum and improvement of his music theory knowledge.

Identification of Accommodations that Would Assist Sam in Music Class

There are several accommodations which would assist Sam in music class. The first one is directed on teaching and rewarding of neutral and even positive attitude to people who touched his snare drum. This can be reached by the development of a behavior intervention plan. This plan will teach Sam appropriate response on the situation when someone touched his instrument and controlling upset and aggression. Teachers and therapists can stimulate Sam’s communication with other children by establishment of certain routines and rituals. For example, Sam may show other children how to play his snare drum, when other children may show him how to play their instruments interesting to Sam, like triangle. Teacher and therapists also should have
structured classroom activities for building social relationships and teaching to interact with students in emphatic and respectful ways (Negreiros, n.d.) One more proposed accommodation is teaching Sam self-calming activities and even creating the schedule of trainings and the poster that visualizes them.

**Recommended Intervention Strategies**

Sam’s teacher can apply several strategies for mitigation of Sam’s aggression on touching his snare drum and improvement of his music theory skills. It is recommended to practice differential reinforcement of behavior that “involves reinforcing mutually pleasant interactions and avoiding negative interactions” (Shoenfelt & Weston, 2007, p. 50). Sam can be learned to grade the level of anxiety, apply various cognitive training techniques (like, constructive self-talk, cultivation of detachment and cognitive restructuring) (Shoenfelt & Weston, 2007). For instance, Sam can apply cognitive restructuring for analysis of his catastrophic estimation of danger of touching his instrument and identification of overestimation of its actual possibility of happening. Detachment will bring Sam to understanding that his extreme upset is based on his own psychological state.

The case showed that Sam has no issues with listening exams and does not perform well in music theory. This understanding can be applied for improvement of his knowledge and skills in both fields. Teachers may break homework into chunk. This can help Sam to stay focused on some particular aspects (Child Mind Institute, 2016). Moreover, teachers can replace books by audiotapes. In such a manner, Sam will be listening a music theory instead of reading it.
Conclusion

To summarize, this coursework provides knowledge concerning prevention of unwanted behavior of children in classrooms and enables to apply this knowledge to the real case. The analysis of the article *Preventing challenging behavior in young children: Effective practices* enables to identify the following strategies, which could assist teachers and therapist in prevention of unwanted behavior: appropriate arrangement of classroom environment, scheduling, and development and implementation of routes, rules, and rituals. These strategies will also help to improve communication between peers and focus their attention on knowledge acquisition. The analysis of Sam’s case enables to revile two target behaviors: neutral or even positive reaction on touching his snare drum and improvement of his music theory knowledge. Teachers and therapists can use several accommodations for their reaching: development of behavioral intervention plan, stipulation of interaction with other children, teaching self-calm activities, and development of the schedule of trainings. Recommended intervention strategies include reinforcement development strategies (constructive self-talk, cultivation of detachment and cognitive restructuring), replacement of traditional books by audiotapes, and breaking his homework into chunk.