Group Therapy Approaches in Schools

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# The most prevalent approach in addressing social and behavioral problems among children is cognitive-behavioral therapy. Cognitive-behavioral therapy is an approach that includes cognitive and operant learning. These learning approaches specifically focus on social learning. Cognitive-behavioral therapy is a strategy to approach children at developmental stages to get improved results. This approach is based on cognitive schema, attitudes, and the impact of one's feelings. It has been observed that cognitive-behavioral therapy is an effective way to treat children suffering from social discrimination including bullying and anger. Children opting for drugs in early ages have developed a behavioral approach that is based on adapting negative attitudes from society. Studies have shown that children involved in drug abuse are specifically involved in socially impaired behaviors. It has been suggested that cognitive-behavioral therapy is an effective therapy to treat children with socially impaired behaviors (Dewald-Kaufmann et al., 2019). Children having bad impaired behaviors such as anger and bullying can develop such changes that can help them to develop positive attitudes with little effort. Cognitive-behavioral therapy is a way of teaching children to adopt socially positive and constructive behaviors. This paper will analyze and evaluate effective group therapies that can be utilized in schools including cognitive-behavioral approaches to improve socially impaired behaviors of children.

## Two Significant Approaches

# Several approaches are adapted in cognitive behavioral therapy including, motivational interviews, contingency management, coupled with family interactions, combinations therapies, and skills training. A significant two major approaches will be discussed in detail.

# Skill Training

# This approach involves the development of children interpersonally and emotionally. It has been observed that children with better self-control are good in interactions and relations. Clinical trials of having group sessions are more effective in developing positive outcomes regarding behaviors in children. There are several exercises for the development of interpersonal skills and building cognitive thinking of children that can be adapted by schools (Dewald-Kaufmann et al., 2019). Children with drug abuse need to adapt operant learning through group interactions to learn interpersonal skills. They need to develop tolerance and self-control along with coping skills. Therefore, with cognitive behavioral therapy in groups, children will be able to cope with their anxiety and anger (Melvin et al., 2017). Psychologists have recommended that group therapies of motivational interviews and skills training have been successfully achieving its goals. To overcome some challenges such as social stressors and educational stresses, children can learn to control their anger and socially impaired behaviors such as bullying.

# Problem-solving exercises in schools can significantly improve the learning behaviors of children of growing age. Therefore, psychologists have adapted several problem-solving exercises to improve cognitive thinking of children. Emotion control and tolerance are built among children with a problem-solving attitude. Social support and pleasurable sober activities can improve children's operant learning behaviors (Dewald-Kaufmann et al., 2019). Children are trained to utilize their energies and efforts to modify their social skills and a sense of character building is developed among them (Melvin et al., 2017). Goal-oriented pleasant activities in groups along with social interactions can improve their problem-solving leaning and they can effectively control their anger and impaired behaviors (Melvin et al., 2017). The major problem behind impaired behaviors is to control anger and emotion.

# Guiding children to control their anger is essential to improve their cognitive thinking. Strategies to control the negative effects of behaviors and to develop tolerance among children would be developed when they interact with each other. Social support, interaction with society and pleasurable activities can improve impaired behaviors effectively. Once children develop self-control, psychologists would improve their problem-solving skills. It has been observed that giving importance to children in group activities can significantly develop their interest in therapies. Several studies have shown that children often develop impaired behaviors because they consider themselves as isolated and different from the community (Dewald-Kaufmann et al., 2019). It has also been reported that children when observed that they are neglected from their families, schools or societies, to get importance they develop skills to get significance from power. They learn impaired behaviors just to satisfy their inner self that they are important (Melvin et al., 2017). Through bullying and anger, they develop a sense of terror among people and society and ultimately they will receive importance. Therefore, improving these skills is essentially important to provide a sense of importance in communities. Social and group activities can significantly help in achieving this target.

## Cognitive and Motivational Approach

# It has been observed that children having issues like drug abuse or bullying have developed their thinking to adopt these behaviors. For example, "it is the worst day so I have to drink" is a phenomenon that convinces them to use drugs (Dewald-Kaufmann et al., 2019). For instance, if the motivation is developed that every day is a beautiful day and never thinks about drinking would help them somehow. Addicting behaviors can be improved by improving motivation. Several motivational therapies and cognitive approaches can help them to reconstruct their destinations such as every day is a perfect day.

# Motivational approaches used in schools can also help children to control their anger and can also decrease their bullying activities. Children with impaired behaviors such as holidays with family or friends can improve their social interactions. Improving social skills can improve their thinking and ultimately better behaviors would be adapted. With time, children will be able to control their anger (Dewald-Kaufmann et al., 2019). It has been suggested that spending time with family and friends can improve a child's cognitive thinking. Evidence has shown that interventions that improve destinations and targets of children can effectively help them to develop skills to cope with anger. Thinking patterns need to be changed in children with impaired problems such as anger and bullying.

# Alternative destinations should be set in the minds of children having behaviors of bullying. For example, children suffering from social isolation will have the courage to promote bullying behaviors (Melvin et al., 2017). Making friends in society will help them interact with other society members. Social interactions are probably the best therapy to improve motivation through appraisals (Dewald-Kaufmann et al., 2019). Guiding children that they will get their destination if they acquire good scores in exercises. Reconstructing techniques and improving their expectations can help them to develop their positive thinking towards society (Melvin et al., 2017). Helping children to engage themselves in activities with children having non-drug behaviors can significantly improve their cognitive thinking (Gamble & O'lawrence, 2016). Psycho-education is another important feature of the development of children to improve learning. Group therapies are more effective as compared to individual therapy. Children having habits of drug abuse and bullying require more aggressive therapies and counseling to improve their motivation towards life. Counseling children can effectively improve their social behaviors.

# Effective Group Therapies

The most recognized and effective approach that has gained significant importance among psychologists is the approach of cognitive-behavioral therapy. This therapy has treated millions of children involved in drug abuse. Group therapy has focused specifically on mediate these children to help them adapt socially constructive behaviors by group activities. It has been observed that these children often feel isolated and alone and they consider them different from their classmates. These children have adapted several impaired behaviors from society (Melvin et al., 2017). The major reasons behind these behaviors to opt for drugs are social isolation, bullying, divorce among parents or bad society. The environment of the community is significantly involved in the adaptation of such behaviors among young children. Studies have shown that there is a strong relation among feelings and perceptions of attitudes to be adapted from society. If a child is living in an environment in which he usually observes people taking drugs would ultimately get used to this behavior (Melvin et al., 2017). The children will learn and think that opting for this behavior is a sign of good habit. It is one’s thinking to see behavior and transcribed it into their perception (Dewald-Kaufmann et al., 2019). Cognitive-behavioral therapy is an effective way of teaching children to opt for good behaviors from society. A group therapy that helps them to involved in the social and communal environment but opts only good and constructive behaviors is cognitive-behavioral therapy (Gamble & O’lawrence, 2016). These behaviors involved regular and continuous support from society and schools along with family interaction. Psychologists have suggested that opting for these positive behaviors is directly linked with cognitive thinking of persons.

Drug abuse is a behavior perceived directly from society. Several studies have shown that addiction is a phenomenon that can be treated with the cognitive-behavioral approach but it involves integrated and interactive sessions with the individuals (Melvin et al., 2017). Family interaction and community participation are strongly linked with the treatment of addictive behaviors. Colleges and school environments are also associated with the management of addictive behaviors (Melvin et al., 2017). Cognitive therapy involves interactions of these children with the social environment, skills to improve their character, operant learning interventions and cognitive strengthening (Melvin et al., 2017). Cognitive-behavioral therapies conducted in schools having several constructive group exercise in schools can decline the burden of depression and related issues among children.

Several motivational interventions have been proven to be effective in treating children. Several studies have shown that group interventions are proven to be more effective as compared to individual sessions. Motivational therapies in groups along with contingency management are primary requirements for treating children in groups (Dewald-Kaufmann et al., 2019). Motivational interviews have suggestive to be target based as it has been reported that this strategy can effectively improve cognitive thinking. It has been suggested that group interactions can significantly improve cognitive leaning of persons. Children in the age of development need to have more interactions as the therapy would have better results in this age (Masia Warner et al., 2016). These children will be able to adapt socially positive and constructive behaviors with strong cognitive thinking and it would restrict them to adapt these changes even after therapy is removed (Gamble & O’lawrence, 2016). Children having issues such as anger and drug abuse need to live more in a socially interactive environment as their cognitive and operant learning would be enhanced in this way (Melvin et al., 2017). Children in groups will interact with each other and ultimately they will learn tolerance, communication and better interactions (Gamble & O’lawrence, 2016). Social interactions are key to improve cognitively impaired behaviors of children.

# Behavioral Problems Associated with Child is a Bully

Children having aggressive behaviors are more involved in bullying. For example, children calling names of other children, showing aggression and involved in sexual harassment are probably involved in bullying. Aggressive children have higher probabilities to develop impaired behaviors such as anger and bullying. Self-control and lower association with social interactions accompany them to develop such behaviors (Melvin et al., 2017). Having power and viciousness to control people and other classmates are the ability that is developed with bullying. Forcefully joining a crew or groups of friends, a company of friends and anxiety are some symptoms associated with children involved in bullying (Gamble & O’lawrence, 2016). Low self-esteem and low self-control can make them involved in impaired behaviors such as bullying. Anxiety and depression along with a sense of insignificance are also linked with this behavior (Melvin et al., 2017). These children usually develop skills of viciousness through social interactions therefore, their activities are very helpful in identifying children linked with these behaviors. Violating physically and sexually, giving serious threats to other children and aggressively controlling other classmates are some behaviors of children involved in bullying.

# Behavioral problems associated with Drug Abusers

Certain studies have shown that children involved in behavioral problems such as drug abuse often suffer from depression and related mental health problems (Gamble & O’lawrence, 2016). Children in an environment where ethnic discrimination is more common would develop such behaviors with time, mental health issues are increasing in recent years and therefore, children with mental health problems are more vulnerable to develop this issue (Melvin et al., 2017). Other factors such as family separation, divorce or single parenting, racial discrimination or poverty are also associated with the issue. These problems are linked with a direct adaptation of drugs (Dewald-Kaufmann et al., 2019). The children involved in drug abuse have a feeling of isolation. They feel relaxed but with time the dose of drugs increases that led them to get addicted to drugs. Depression, anxiety and suicidal thoughts are some behaviors associated with drug abusers. They have less interaction with the environment and society.

# Child Developmental Stage

Children in developmental stages observe people and societies around them to acquire certain behaviors. Children between the ages of 5 years and old can significantly learn constructive behaviors in this stage from school group activities (Carroll et al., 2016). Psychologists have observed that treating impaired behaviors in the developmental stages of children can significantly be improved through cognitive behavioral therapy (Werb et al., 2016). Children with impaired behaviors usually develop depression and anxiety with time. Helping children to cope with their anger and anxiety will help them to engage them in social interactions. Encouraging children though cognitive thinking can improve their socially impaired behaviors. For example, involve children in meaning outcomes and fruitful results can improve their social skills (Gamble & O’lawrence, 2016). As the study has discussed that several exercises can improve these skills such as motivational therapies and skills training (Melvin et al., 2017). Family interactions and the contribution of society are also essential to get better results of cognitive-behavioral therapy in schools. Several studies have shown that combination therapies have shown to be more effective in benefiting children involved in anger and bullying. Social interactions and skills training are the major areas that can effectively improve cognitive and operant learning of children.

# Conclusion

Cognitive-behavioral approaches including social skill development, motivational interviews, and skills training can effectively improve children with impaired behaviors. Significant group therapies of motivational interviews and skills training are shown to be effective in helping children to cope with their anger and aggressive behaviors such as bullying (Gamble & O’lawrence, 2016). Drug abusers need to develop emotional control and self-esteem to decline the habit of drug consumption. This behavior can be effectively treated in school activities that help these children to overcome their depression and anxiety. Therefore, cognitive-behavioral therapies and several constructive group exercise in schools can decline the burden of depression and related issues among children.

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