



Oppositional Defiant Disorder & Conduct Disorder

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What is ODD/CD?

Oppositional Defiant Disorder (ODD)

Is a type of behavioural disorder. ODD shows a pattern of uncooperative, defiant and hostile behaviour towards peers, parents, teachers and other authority persons.

Conduct Disorder (CD)

Is a type of behavior disorder. It's when a child has antisocial behavior. They may disregard basic social standards and rules.

What Causes ODD?

- It is unclear what causes ODD. However, researchers have found two theories as for why.

Developmental Theory: Suggests this problem starts when children are toddlers. Children have difficulties with learning to become independent from parent, or caregiver they are emotionally attached too. Their behaviour may be normal developmental issues that are lasting beyond the toddler years.

Learning Theory: Suggests that the negative symptoms of ODD are learned attitudes. Children mirror the effects of negative reinforcement methods used by parents or those in power. The use of negative reinforcement increases the children ODD behaviour. These behaviours allow the child to get what he or she wants, attention and reaction from parents or others.

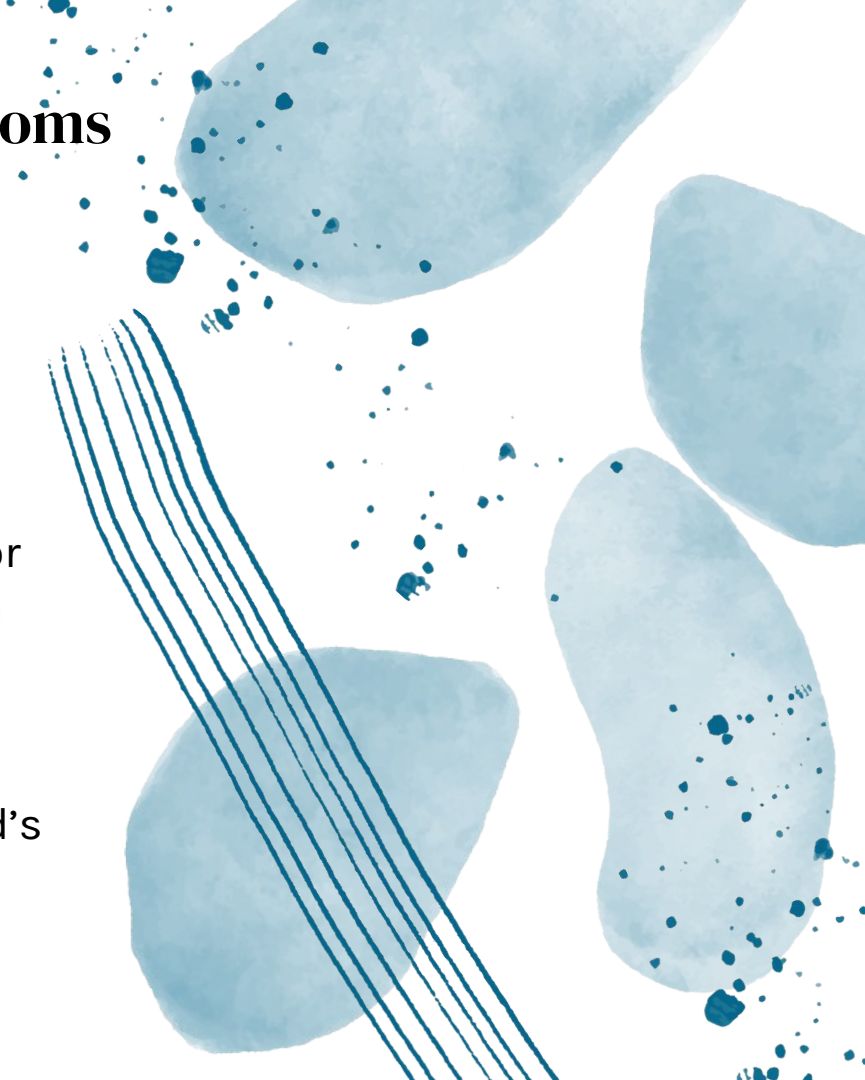
Oppositional Defiant Disorder Symptoms

- Having frequent temper tantrums
- Arguing a lot with adults
- Refusing to do what an adult asks
- Always questions rules and refusing to follow rules
- Doing things to annoy or upset other, including adults
- Blaming other for the child's own misbehaviours or mistakes
- Being easily annoyed by others
- Often having an angry attitude
- Speaking harshly or unkindly
- Seeking revenge or being vindictive

Oppositional Defiant Disorder Symptoms

Most ODD symptoms also happen at times in children without it. Think about children at around ages 2 or 3, or during the teen years. Many children tend to disobey, argue with parents, or defy authority. They may often behave this way when they are tired, hungry, or upset. But with ODD, these symptoms happen **more often**.

They also interfere with learning and school adjustment as well they may disrupt the child's relationships with others.



Conduct Disorder Symptoms

Aggressive Conduct

Intimidating Behaviour

Bullying

Physical Fights

Cruelty to other or animals

Using a weapon

Forcing someone into sexual activity, rape, or molestation

Destructive Conduct

Intentionally destroying property

Arson

Conduct Disorder Symptoms

Deceitfulness

Lying

Theft

Shoplifting

Delinquency

Violation of Rules or Age-Appropriate Norms

Not going to school

Running away

Pranks

Mischief

Very early sexual activity

What Causes Conduct Disorder in children?

- Brain Damage
- Traumatic event
- Genes
- Child Abuse
- Past School Failures
- Social Problems

Which children are more at risk for CD?

Conduct Disorder is more common in boys than girls.

Children who come from homes that are:

Disadvantaged, Dysfunctional, and Disorganized
are more likely to be develop CD.

Effects on Students

In the classroom:

- Can be very dysregulated and short tempered.
- May be unmotivated to complete work.
- Student may be difficult to reason with.
- Student might refuse to interact or work with peers.

In society:

- Difficulty forming and maintaining peer relationships.
- May be difficult to compete in extracurricular sports due to regulations skills and tantrums.
- Working independently or maintaining a job.



Classroom Management Approaches

Give Choice

Let student have choice even if its a simple as letting them decide the order they complete tasks. Giving the student choice helps diminish you asking them to do something and them just refusing.

Avoid Power Struggles

Don't ask open ended questions. Most student will take open ended questions as a chance to argue. This can also create a power struggle within the classroom.

Clear guideline & expectations

Set strict classroom expectations at the beginning of the year and reinforce them throughout. Incorporate the expectations into your lessons so students can successfully learn the classroom norms.

Positive Reinforcement


Praise all students for there positive behaviours. This will help students recognize the expectations in a positive way.

Schedules

Have a visual schedule that clearly lays out the day so students can be prepared. This allows students to transition smoothly and can avoid possible conflicts that may occur at transitional times.

Independence

Giving students with ODD and conduct disorder independence is important. Structured independence always all students to feel a sense of responsibility in their learning.



Tier 2 and 3 Adaptations and Interventions

Behavioural Interventions

Systems of Support

- Functional Behaviour Assessment
- Behaviour Intervention Plan
- Written Contracts
- Systems like Check-In Check-Out (CICO)

Emotional and Social Supports

- Therapy/Counselling
- Social Emotional Learning (SEL)
 - Social Skills
 - Self-Regulation
 - Aggression Management
 - Relationships with Peers

(Ontario Teachers' Federation, n.d.)

Tier 2 and 3 Adaptations and Interventions

Behavioural Interventions
Continued

Mentor Programs

A Private Signal

Reward and Complement

- Positively acknowledge improvement.
- Reward the use of replacement and desired behaviours.
- Reward and complement positive use of supports.

(The Alberta Teachers' Association, 2020, p.5)

Tier 2 and 3 Adaptations and Interventions

Academic Interventions

Have a Break Signal
(Neilsen, 2016, p.56)

Give Extra Time for Assignments
(Neilsen, 2016, p.56)

Release Assignments in Smaller Chunks

- Offer a choice with the school work you give.
(Neilsen, 2016, p.56)
- Further, you can structure and plan out steps for an assignment if you can give the assignment all at once.
(Ontario Teachers' Federation, n.d.)

Tier 2 and 3 Adaptations and Interventions



Environmental Interventions

Use Preferential Seating and Close Proximity to the Teacher

Provide Calming Tools

- Stress Balls
- Fidget Toys
- Drawing
- Music

- Separate Desk
- Desk Close to Teacher's Desk
- Separate Area for Student's Things
- Possibly Leaving the Classroom for Portions of the Day

Keep Some Objects in Teacher-Controlled Areas

- Distracting Items
- Scissors
- Other Potentially Dangerous Items

(Ontario Teachers' Federation, n.d.)

Tier 2 and 3 Adaptations and Interventions

Additional Interventions

Calmness and Consistency
(Neilsen, 2016, p.56)

Clear and Concise Language
(Ontario Teachers' Federation, n.d.)

Be Sensitive in Regard to Humor and
Self-Esteem
(Ontario Teachers' Federation, n.d.)

Speak With Student Privately
(The Alberta Teachers' Association, 2020, p.5)

Build a Strong Relationship With the
Student
(Neilsen, 2016, p.44)

Stay in Contact and Implement
Strategies With Parents
(The Alberta Teachers' Association, 2020, p.5)

Options for Assistive Technology

Classroom Dojo

Watchminder

Calm

Kid's Calendar

Stop, Breathe, and Think

Tracking of Adaptations and Intervention

Break Cards with tokens

Break Cards with calming activities

Break Cards

I CAN TAKE 3 BREAKS

1	2	3
---	---	---

WATERCOLOR
TOKENS
INCLUDED!

I CAN TAKE 5 BREAKS

1	2	3	4	5
---	---	---	---	---

MULTIPLE
CHOICES
AVAILABLE!

I CAN TAKE 10 BREAKS

1	2	3	4	5
6	7	8	9	10

<p>I NEED TO TAKE A BREAK PLEASE!</p>  <p>may I listen to music for a few minutes?</p>	<p>I NEED TO TAKE A BREAK PLEASE!</p>  <p>may I go to my fave spot?</p>
<p>I NEED TO TAKE A BREAK PLEASE!</p>  <p>I am going to think happy thoughts!</p>	<p>I NEED TO TAKE A BREAK PLEASE!</p>  <p>may I stretch quietly in the back of the room?</p>

Paper tracking tools

Check in/ Check out for students with feelings

Check in/ Check out with expectations

CHECK IN/ CHECK OUT *log*

Student Name: _____

Week Of: _____

	Check In Time	Feeling Color	Check Out Time	Feeling Color	Student and Teacher Initials
Monday		○		○	
Tuesday		○		○	
Wednesday		○		○	
Thursday		○		○	
Friday		○		○	

Feeling Color Key:

- Green: happy/ready to learn/ making great choices
- Blue: sad or tired/ moving slowly
- Yellow: anxious or nervous/ losing control
- Red: mad or angry/ control has been lost



Name: _____


Expectations	Monday	Tuesday	Wednesday	Thursday	Friday

Comments: _____

Digital tracking tools

Excel Spreadsheet
(PBIS world)

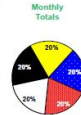
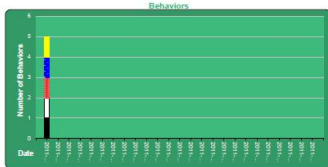
Google/Microsoft Forms


 Student Name: _____ School: _____ Month/Yr: _____
 Teacher: _____ Grade: _____

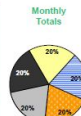
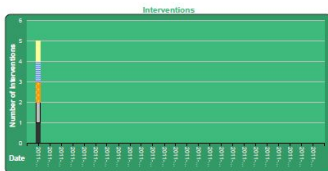
Data	08/01/18	08/02/18	08/03/18	08/04/18	08/05/18	08/06/18	08/07/18	08/08/18	08/09/18	08/10/18	08/11/18	08/12/18	08/13/18	08/14/18	08/15/18	08/16/18	08/17/18	08/18/18	08/19/18	08/20/18	08/21/18	08/22/18	08/23/18	08/24/18	08/25/18	08/26/18	08/27/18	08/28/18	08/29/18	08/30/18	08/31/18	Monthly Totals
Behavior 1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Behavior 2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Behavior 3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Behavior 4	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Behavior 5	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Intervention 1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Intervention 2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Intervention 3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Intervention 4	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Intervention 5	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1

Graphs

- Behavior 1
- Behavior 2
- Behavior 3
- Behavior 4
- Behavior 5



- Intervention 1
- Intervention 2
- Intervention 3
- Intervention 4
- Intervention 5



Strategy 1: Type Strategy here

	Used	Not Used
Time Period 1	<input type="checkbox"/>	<input type="checkbox"/>
Time Period 2	<input type="checkbox"/>	<input type="checkbox"/>
Time Period 3	<input type="checkbox"/>	<input type="checkbox"/>
Time Period 4	<input type="checkbox"/>	<input type="checkbox"/>

Strategy 2: Type strategy here

	Used	Not Used
Time Period 1	<input type="checkbox"/>	<input type="checkbox"/>
Time Period 2	<input type="checkbox"/>	<input type="checkbox"/>
Time Period 3	<input type="checkbox"/>	<input type="checkbox"/>
Time Period 4	<input type="checkbox"/>	<input type="checkbox"/>

Further thinking

Any further questions for clarity?

Thoughts from experience? Have you had a student with this diagnosis?

What would you put in place for a student with Oppositional Defiant Disorder & Conduct Disorder?

If you have had any experience with a student like this, how has the support from parents been?

If you have done any of these interventions with students? Were they successful? Why or why not.

Do you have a preference for digital or paper tracking tools for student behaviour?

References

Nielsen, J. (2016, April). ODD in the Classroom: Strategies for Dealing with Behavioural Issues. https://tspace.library.utoronto.ca/bitstream/1807/72258/1/Nielsen_Jessica_FE_201611_MT_MTRP.pdf.

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