

Oppositional Defiant Disorder

EPSY 329 - Spring 2022

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Land Acknowledgment

Treaty 4 Territory (Regina, Moose Jaw, Swift Current, Maple Creek, Yorkton, Melville)

We would like to begin by acknowledging that we are on the traditional lands, referred to as Treaty 4 Territory and that the city of (Regina/Moose Jaw/Swift Current/Maple Creek/Yorkton/Melville) is located on Treaty 4 territory, the original lands of the Cree, Ojibwe(OJIB-WĒ), Saulteaux (SO-TO), Dakota, Nakota, Lakota, and on the homeland of the Métis Nation.

We respect and honour the Treaties that were made on all territories, we acknowledge the harms and mistakes of the past, and we are committed to move forward in partnership with Indigenous Nations in the spirit of reconciliation and collaboration.

[Land Acknowledgment](#)

ODD

How does ODD relate to classroom management?

“Students with ODD disrupt their own lives and often the lives of everyone nearby, [They] push the limits of defiance far beyond reason. Their problem behavior is much more extreme than that of their peers, and it happens much more often.”

16%

of students across Canada live with ODD



Myths:

- ❖ ODD is a result of bad parenting
- ❖ Punishment is the best way to correct behaviour
- ❖ ODD is impossible to treat

Symptoms

- Multiple and frequent temper tantrums
- Excessive arguing with adults or authority figures
- Questioning rules
- Active defiance – refusal to listen to requests from adults
- Deliberate attempts to annoy or frustrate others
- Blaming of others for misbehaviours
- Easily annoyed or irritated
- Frequent anger
- Spiteful attitude and revenge seeking



Contributing Factors

Biological Factors

- A family history of attention-deficit hyperactivity disorder (ADHD), ODD, or any other form of conduct disorder
- A family history of mood disorders including depression and anxiety, or bipolar disorder
- A family history of substance abuse issues
- Brain damage or impairment that has affected reasoning, judgment, and/or impulse control
- Prenatal exposure to nicotine or toxins
- Poor nutrition

Psychological Factors

- A poor relationship with a parent or caregiver
- Neglect or attachment issues
- Difficulty forming relationships or processing social cues

Social Factors

- Low-income
- Inconsistent environment
- Abuse and/or neglect
- Poor supervision or absent parents or caregivers
- Inconsistent expectations and/or discipline
- Family instability or major life changes

A closer look:

❖ Oppositional Defiant Disorder (ODD)



Positive Behaviour Interventions & Supports

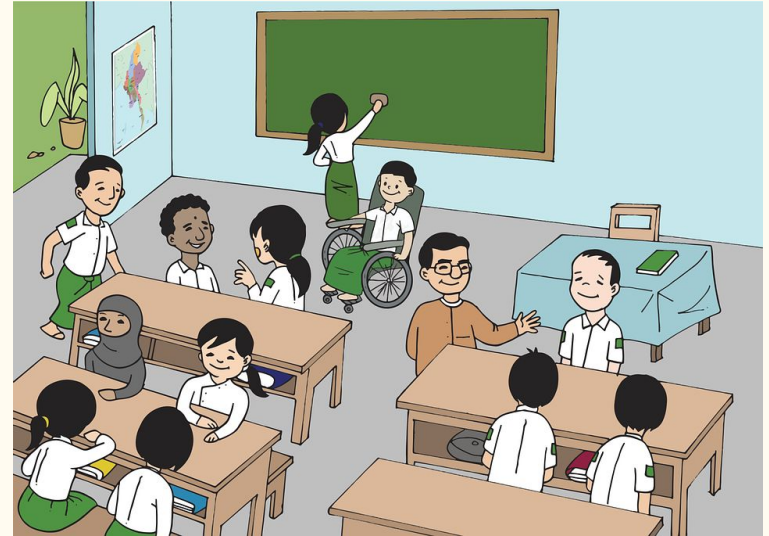
Positive Reinforcement

- ❖ Respond without anger
- ❖ Be clear and consistent
- ❖ Remain neutral
- ❖ Do not befriend your student
 - Maintain respect and boundaries

Examples:

- ❖ Beginning sentences with “I like how...” followed by a positive behaviour
- ❖ Token reward system
- ❖ Award praise

PICK YOUR BATTLES



Classroom Management



Potential Approaches and Strategies for teaching inclusively

What is classroom management?

Simply put, classroom management refers to the wide variety of skills and techniques that teachers use to ensure that their classroom runs smoothly, without disruptive behavior from students.



Approaches and Strategies

- **Approach-What would work**
- Less distractions
- Engage in class discussion more
- Structure/ Routine
- Concentration of instructions
 - **Strategy-How we get there (Tier 1, 2, and 3)**
 - Having a designated cubby area only one at a time but that all can use so rather than just one being singled out -distractions
 - Give students an outline of lecture/lesson and have them follow along highlighting important parts - note taking
 - Allow student 5 minutes to transition before others. When changing routine in schedule give student heads up if you know about the change previous
 - Keep the instructions short, less wordy and include visuals (check list etc)



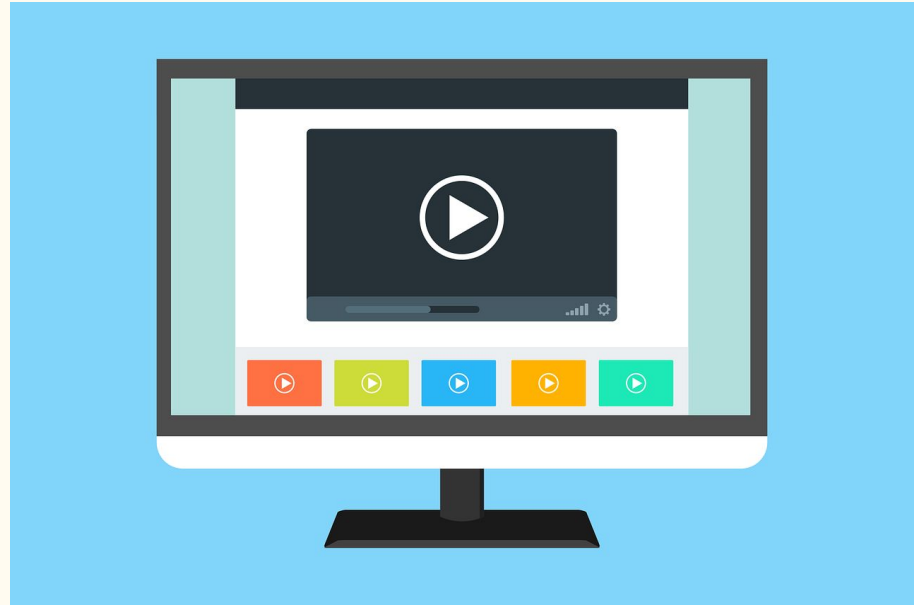
Approach / Strategy

Rationale

Display Classroom Rules and Expectations	Having physical reminders of the classroom expectations displayed clearly will make it easier for students to reference and remain conscious of.
Less Distractions	Removing possible or known distractions or triggers of behaviour can allow for a student to focus on class work.
Clear Structure and Routine	Structure for a student with ODD is very important as following a specific schedule can allow them to focus on the task at hand.
Focused Instruction	Students can benefit greatly from instruction and curriculum being designed in a fun inclusive way.
Allow for Safe Self-Regulation	Students may benefit from a space or time in which they can use to calm themselves if triggered.
Consistent and Clear Positive Reinforcements and Consequences	Keeping classroom reinforcements consistent will remind the students how both good and bad behaviour are received.

Understanding and Supporting ODD in the Classroom


Watch a short Educational Video
discussing ODD in the classroom!



<https://www.youtube.com/watch?v=S3YJrjqfd64>

Strategies for Oppositional Kids

www.thepathway2success.com



Build a strong relationship



Start fresh every day



Stay calm in times of stress



Develop routines (and teach them)



Identify triggers ahead of time




Keep all adults on the same page



Avoid power struggles



Give special responsibilities




Be consistent



Let the little things go



Use their interests in lessons

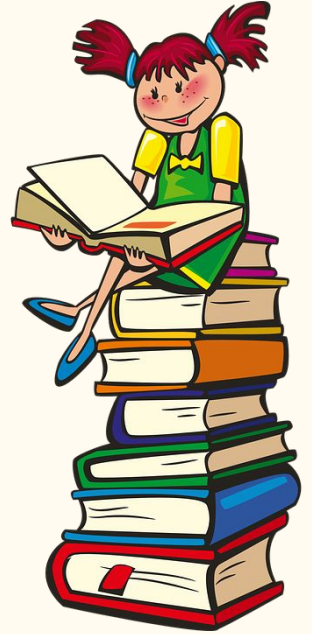


Teach social skills & coping strategies

Clipart by Kate Hadfield, Sarah Pecorello, & Silly O Design

Monitoring and Assessing Change

- Monitor (What's happening, behaviour)
 - If a student is less or more distracted with a quiet space, has this created a classroom distraction?
 - Is the student doing work more or including themselves with the topic?
 - When breakdowns happen during certain routine/schedule changes
 - What is the student doing when you are instructing (to whole class, to individual)
- Assess (How do change)
 - Make one space out of classroom with another adult
 - Move them around the room, ask what would help them, only give half the work
 - What transitions set the student off more and why, what do they need in order to be successful
 - What works for them, visual checklist, notes in front of them as you speak, how directions are delivered



Monitoring Classroom Discussion and Engagement

Tier 1 - Praise, pick out something specific not vague

Tier 2 - Individual & Visual Schedule - Structured break, this can be used when having a student accomplish a task, if they always have to work hard for a certain amount of time then a break, or be given a chunked part then break, timed breaks.

Tier 3 - Reward system, Individual check in and behaviour meeting with team, teachers, parents, SST etc

How do we know when we have succeeded?



A student having their inclusivity needs met looks like...

A happy student who believe in themselves

Enjoys school and school activities

Has meaningful relationships

Positive outlook on learning and mistakes

Comfortable in the classroom and school

KAHOOT!

Reviewing what we have
learned...

- Go to [Kahoot.it](https://kahoot.it)
- Game Pin: 03201798

EPSY 329 ODD Resources

[6 Ways to Help Students with ODD | Edutopia](#)

[What Is ODD or Oppositional Defiant Disorder? | Child Mind Institute](#)

[PBIS.org](#)

[How Teachers Can Understand and Help Students With ODD \(Oppositional Defiant Disorder\)](#)

[Oppositional Defiant Disorder | AdoptOntario, Every Child Deserves A Forever Family](#)

[Calming Your Child with ODD Through Positive Reinforcement](#)

[Is ODD a Real Disorder or Are Kids Just Missing Discipline?](#)

<https://www.goodtherapy.org/blog/dispelling-6-common-myths-about-oppositional-defiant-disorder-0117197#:~:text=ODD%20is%20a%20result%20of%20bad%20parenting.%20It's,to%20result%20from%20more%20than%20just%20parenting%20style>

