

What is Oppositional Defiant Disorder (ODD)?

ODD is a condition diagnosed in between 5 and 15 percent of children. It typically presents as a continual trend of behavior that is hostile, defiant, and disobedient. Although this behavior is particularly directed toward authority figures such as teachers and parents, children with ODD will sometimes direct their hostility toward peers as well.

ODD normally presents in children under eight, and no later than early adolescence. It is often found in conjunction with ADD/ADHD, anxiety, and depression.¹



References

1. "Supporting Minds," Ontario Ministry of Education, accessed January 17, 2015, <http://www.edu.gov.on.ca/eng/document/reports/SupportingMinds.pdf>
2. "ODD," American Academy of Child and Adolescent Psychiatry, accessed January 18, 2015, <http://www.mcdonalds.com/corp/about/factsheets.html>.
3. "Oppositional Defiant Disorder," Children's Mental Health Services / REACH, accessed January 18, 2015, http://www.cmhsreach.org/disorder_odd.html#education
4. "Oppositional Defiant Disorder," WebMD, accessed January 18, 2015, <http://www.webmd.com/mental-health/oppositional-defiant-disorder#1>.
5. "Oppositional Defiant Disorder," Katie Guy & Argyris Stringaris, accessed January 18, 2015, <http://iacapap.org/wp-content/uploads/D.2-ODD-072012.pdf>
6. "Oppositional Defiant Disorder Symptoms," PsychCentral, accessed January 18, 2015, <http://psychcentral.com/disorders/oppositional-defiant-disorder-symptoms/>
7. "Oppositional Defiant Disorder," Encyclopedia of Children's Health, accessed January 18, 2015, <http://www.healthofchildren.com/N-O/Oppositional-Defiant-Disorder.html>
8. "Oppositional Defiant Disorder," Learn Alberta, accessed January 20, 2015, http://www.learnalberta.ca/content/inmdict/html/oppositional_defiant.html
9. "Understanding Oppositional Defiant Disorder in the School Setting," Averi Schaubman & Lisa Wolff, accessed January 20, 2015, http://www.cde.state.co.us/sites/default/files/documents/cdesped/download/pdf/bbunderstandingodd_intheschoolsetting.pdf
10. "Oppositional Defiant Disorder: Ways Teachers Can Help," Julie Milne, Jeffrey K. Edwards, Jill C. Murchie, Northeastern Illinois University, accessed January 20, 2015.



Oppositional Defiant Disorder

"Think of defiance as an opportunity to teach students something new..."

– Kohn (1996)

Prepared by:

Michael Johnstone
Kim Graham
Jocelyn Greenwood
Kyle Weaver

PED3106
Jennifer Bygrave

Know The Signs

Characteristics

- Frequent outbursts of anger and resentment²
- Being spiteful and seeking revenge⁴
- Saying mean and hateful things when upset⁴
- Anxiety or depressed mood³
- Excessive arguments with adults²
- Actively refusing to comply with requests and rules²
- Often questions rules²
- Deliberately annoying and upsetting others²
- Often touchy or annoyed by others²
- Blames others for their misbehavior³ and mistakes²

In the Classroom

- Frequently challenges class rules³
- Deflects blame when confronted with mistakes²
- Frequently refuses to do assigned work³
- Argues or fights with other students (which may cause significant impairment in social and academic functioning³)
- Swearing or using obscene language⁴
- Rejection by non-deviant peers⁵
- Easily frustrated and moody⁴
- Stubborn and unwilling to compromise⁶
- Has low self-esteem⁴
- Has learning problems⁷



Instructional Strategies

- Avoid power struggles³
- Decide which behaviours you are going to ignore⁵
- Give only 2 choices for decisions³
- Make only 1 request at a time⁸
- State any information clearly and concisely³
- Classroom rules should be clearly stated³
- Post a classroom schedule³
- Praise students for positive responses³
- Keep transition times to a minimum³
- Recognize triggers for anger⁸
- Teach students calming strategies (allowing them to self-regulate their anger)³
- Consistency, structure and clear consequences are key³
- Minimize downtime. ODD students do best when they are busy³
- Involve parents; ask what they do at home that works for the student³
- Individualized instruction³

Assessment Strategies

- Allow students to redo assignments to improve their score and/or final grade³
- Be clear about what is expected³

Accommodations

- Make sure academic work is at the appropriate level for the student³
 - If the work is too difficult the student will get frustrated and angry³
 - If the work is too easy the student will become bored and act out³
 - Ensure classroom is designed to minimize triggers⁹
 - Should be quiet, minimize distractions¹⁰
 - Students should be given preferential seating⁹
 - Materials should be centrally located and well organized⁹
 - Pace instruction³
 - Select materials that encourage student interaction¹⁰
- Systematically teach social skills¹⁰



Modifications

- Curriculum may need to be modified to achieve appropriate grade level for the student³
- As with all modifications, changes must be in conjunction with an Ontario IEP under the guidance of a specialist.