

Educational Implications

As an educator, one will most likely encounter a student with **ODD** in their classrooms at some point throughout their career. It is important that educators be familiar with the disorder so that they may better understand the needs of this particular population of students. In addition, educators may have a hand in identifying the disorder and recommending a student for diagnosis and evaluation. When teaching a student who is defiant, a teacher might employ a variety of strategies including, defensive management by Fields (2003), high-probability request sequences (Hildebrand, Hua, & Lee, 2007), and/or effective commands by Matheson & Shriver (2005).

Resources

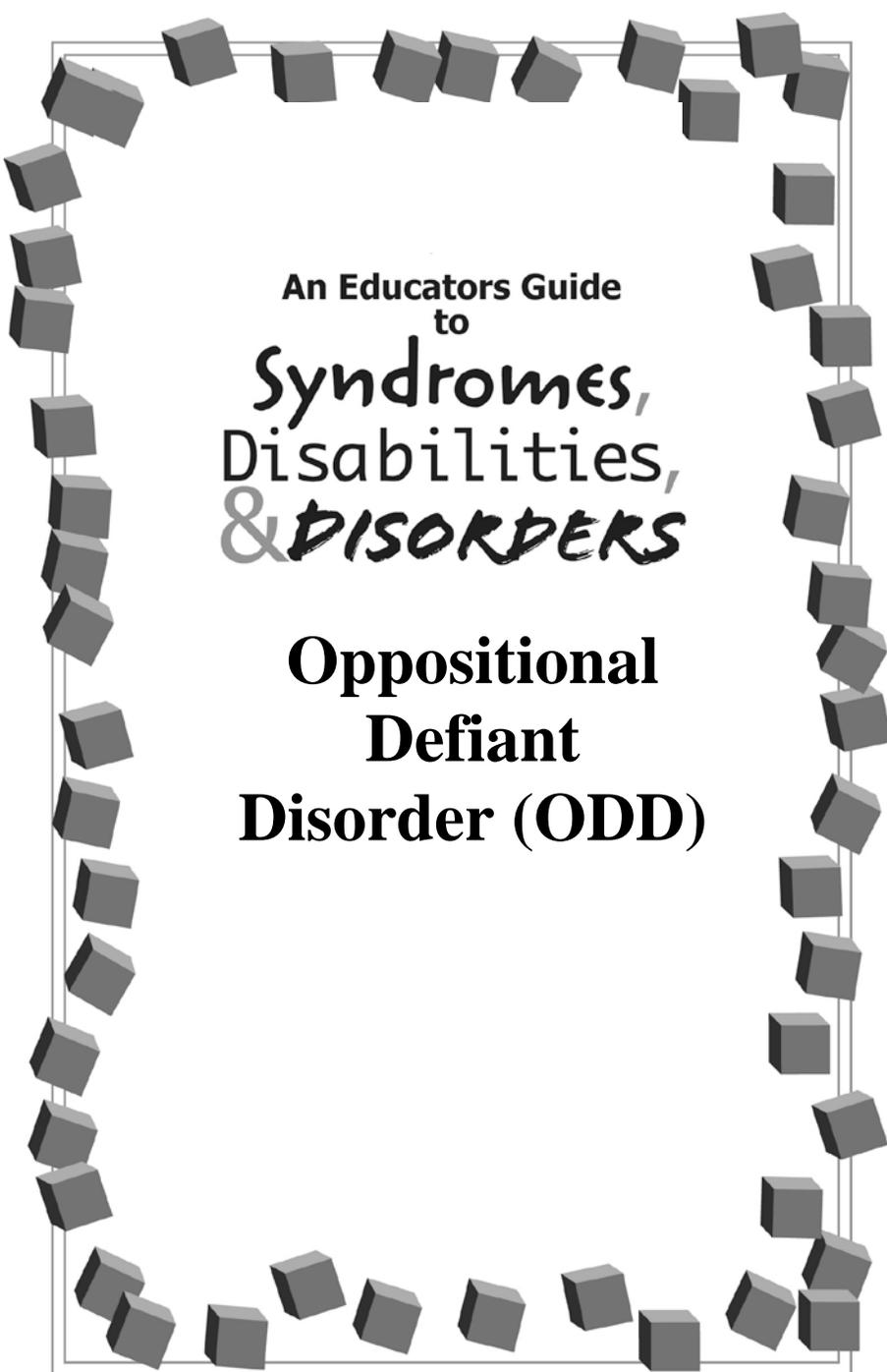
<http://www.disciplinehelp.com/teacher/>

American Academy of Child and Adolescent Psychology (1999) *Children with oppositional defiant disorder: Facts for families*. Retrieved September 22, 2008 from http://www.aacap.org/cs/resource_center/odd_faqs.

American Academy of Child and Adolescent Psychology (2008). *Oppositional defiant resource center*. Retrieved September 22, 2008 from http://www.aacap.org/cs/resource_center/odd_faqs.

American Psychiatric Association (2000). *Diagnostic and Statistical Manual of Mental Disorders, fourth edition (text revision)*. Washington, DC: Author. Accessed September 23, 2008 via STAT!Ref at <http://online5.hslls.pitt.edu:2205/TOC/TOC.aspx?FxId=37&SessionId=D6270DJPNVIKOSV>.

Hildebrand, K.E., Hua, Y., Lee D.L. (2007). *Dealing with noncompliance in the classroom*. Retrieved September 23, 2008 from <http://www.cec.sped.org>.



An Educators Guide to **Syndromes, Disabilities, & DISORDERS**

Oppositional Defiant Disorder (ODD)

Symptoms or Behaviors

ODD is a psychiatric disorder affecting behavior. Three characteristics of the child who has ODD are: aggression, defiance and the constant need to irritate others.

- Will openly challenge teacher or parents at almost every opportunity.
- Talks back.
- Dares punishment.
- Usually appears unaffected by what teacher says or does-and may even laugh at it.
- May even refuse to accept punishment.
- Usually overly critical of teacher's fairness.
- Quick to claim "injustice" by saying, "Nobody likes me." Thus, extremely conscious and critical of teacher's treatment of him/her.
- Does not appear to feel very good about him/herself; seems to think he/she is not being treated well by others, including classmates, parents, and teachers.
- Loses sight of the fact that his/her behavior is actually the reason for what is happening in relationships with other people.
- Has little self-control.
- Often highly emotional.
- Always tries to rationalize or justify what's happening as someone else's fault.
- Picks fights with classmates-in addition to taunting teachers. Picks fights at home too- over the smallest of incidents, which he/she claims are significant.

Instructional Strategies and Classroom Accommodations

- **Post the daily schedule** so the student will know what to expect.
- **Make sure academic work is at the appropriate level.** When work is too hard, students become frustrated. When it is too easy, they become bored. Both reactions lead to problems in the classroom.
- **Pace instruction.** When the student with ODD completes a designated amount of a non-preferred activity, reinforce his/her cooperation by allowing him/her to do something they prefer or find more enjoyable or less difficult.
- **Systematically teach social skills**, including anger management, conflict resolution and how to be assertive in an appropriate manner. Discuss strategies that the student may use to calm him/ or herself down when they feel their anger escalating. Do this when the student is calm.
- **Select materials that encourage student interaction.** Students with ODD need to learn to talk to their peers and to adults in an appropriate manner. All cooperative learning activities must be carefully structured, however.
- **Minimize downtime and plan transitions carefully.** Students with ODD do best when kept busy.
- **Allow the ODD student to redo assignments** to improve their score or final grade.
- **Structure activities** so the student with ODD is not always left out or is the last person picked.
- **Establish clear classroom rules.** Be clear about what is nonnegotiable.