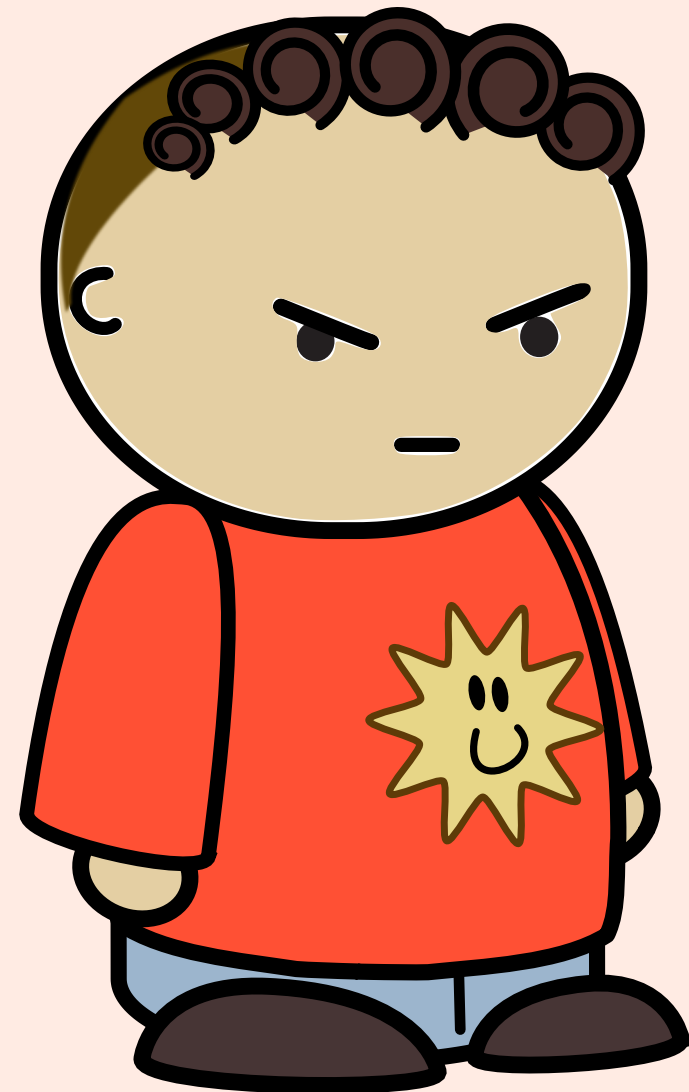


What is ODD?



- A behavioural disorder mostly diagnosed in childhood.

Diagnostic Criteria

A. A pattern of angry/irritable mood, argumentative/defiant behaviour, or vindictiveness lasting at least **6 months** and is evidenced by **at least four symptoms** from any of the following categories. It is exhibited during interaction with at least one individual who is not a sibling.

Diagnostic Criteria

Angry/Irritable Mood

- loses temper
- often touchy or easily annoyed
- often angry

Argumentative/Defiant Behavior

- often argues with authoritative figures
 - refuses to comply with requests from authority figures or rules
- ...contd.

Diagnostic Criteria

- often deliberately annoy others
- often blame others for their own mistakes/
misbehaviour

Vindictiveness

- been spiteful/vindictive at least twice in the past six months

Diagnostic Criteria

B. The disturbance in behavior is associated with distress in the individual or others in his or her immediate social context (e.g., family, peer group, work colleagues), or it impacts negatively on social, educational, occupational, or other important areas of functioning.

Diagnostic Criteria

C. The behaviors do not occur exclusively during the course of a psychotic, substance use, depressive, or bipolar disorder. Also, the criteria are not met for disruptive mood dysregulation disorder.

Severity - Mild, Moderate, Severe (has to do with manifestation of the disorder in the number of settings)
(5th ed.; DSM-5; American Psychiatric Association, 2013)

Prevalence of ODD

- between an estimated range of 1% to 11%
- appears to be somewhat more prevalent in males than in females (4:1)

Etiology

Child Factors

- Temperament
(easy, difficult,
slow to warm up)
- Cognitive and
social skills deficit

(Papalia & Olds, 1992). (Atkins & McKay,
1996)

Parent Factors

- Parent Skill
- Psychological
Factors with regard
to Parent (prenatal
depression,
substance abuse)

Classroom Management



- Ask questions instead of giving directions
- Avoid public reprimands
- Avoid quick changes in the normal routine
- Place Post-Its on the student's desk to teach self-management techniques
- Build a connection with the student (encourage positive behavior through reinforcement)
- If possible, sometimes ignore the actions of the child

(Burroughs & Barlow, n.d.)

Classroom Management



- Value them as a member of the class (positive gestures, eye contact)
- Keep the lesson moving to reduce opportunity for behaviours to develop
- Make allowances if possible for students to complete tests under separate supervision to reduce the possibility of disruption to the student and peers
- Express what you expect out of them. Use a calm, polite tone while doing so.

(Burroughs & Barlow, n.d.)

Things to Remember:



- Dealing with children with ODD might be an overwhelming experience. Speak to a professional if you feel overwhelmed.
- If the strategies you incorporate do not work, discuss it with the school counselor and request them to provide appropriate referrals for the child by setting up a meeting with the parents.
- Discuss with the administration about the other accommodations that can be made for the child.