

INCREASING THE ACADEMIC SUCCESS OF STUDENTS WITH OPPOSITIONAL DEFIANT DISORDER

Oppositional Defiant Disorder (ODD)

is a behavior disorder characterized by negative, hostile, defiant, noncompliant, deliberately annoying, argumentative, blaming, resentful, spiteful, and vindictive behavior directed toward authority figures that cause significant impairment in social, academic, and occupational functioning.

(DSM-IV-R)

If you would like more information please contact your Special Education Department in Room 112.

(Adapted from Workshop, 11.7.05, IED, Young, Jamie)

WHAT DOESN'T WORK

- Don't Ignore the Behavior - Student's with ODD often don't recognize how their behavior affects others.
- Don't Argue - Arguing will turn into a power struggle and no-one will win.
- Don't Remove the Student from the Classroom (unless it is a safety issue) - This can lead to work avoidance and rarely solves the behavior problem.
- Don't Use Commands Which Are -
 1. Unclear and imprecise.
 2. Involve several instructions.
 3. Are not behaviorally specific.
 4. In the form of a question.
 5. Given with a rationale.
 6. Stop commands.
- Don't Use Ultimatums - These, like verbal commands, challenge ODD student's needs for freedom, power, and control and may escalate the situation.
- Don't Take It Personally - Often the behavior may be related to something that happened outside of your class.

Remember: Non-confrontational approaches work best. Be positive. All students want to be successful (even if it is sometimes hard for us to see).

WHAT DOES WORK

- Do - Let them know how their behavior is affecting others. For example, say "When youI feel that....." don't say "I will not tolerate....."
- Do - Look for positive behavior and reinforce the student the minute you see good behavior (sometimes you have to look really hard). Be sincere.
- Do - Keep the student in the classroom. They cannot learn if they are not there.
- Do - Use clear, direct, specific instructions that are given one at a time.
- Do - Give the student an opportunity to perform the desired behavior.
- Do - Offer choices, make suggestions and give alternatives. This gives students a sense of control. If the student is refusing to work don't turn it into a power struggle - back off. Most of the time they will eventually comply; it just may need to be on their own terms. Be patient.
- Do - Be careful of any appearance of disapproval including verbal and nonverbal indications (e.g., scowls, sighs, furrowed brows, and rolling eyes); this can trigger oppositional behavior.