



Oppositional Deviant Disorder (ODD)

Symptoms or Behaviors	About the Disorder	Educational Implications	Instructional Strategies & Classroom Accommodations
<ul style="list-style-type: none"> ● Sudden unprovoked anger ● Arguing with adults ● Defiance or refusal to comply with adults' rules or requests ● Deliberately annoying others ● Blaming others for their misbehavior ● Being resentful and angry 	<p>Students with ODD seem angry much of the time. They are quick to blame others for mistakes and act in negative, hostile, and vindictive ways. All students exhibit these behaviors at times, but in those with ODD, these behaviors occur more frequently than is typical in individuals of comparable age and level of development.</p> <p>Students with ODD generally have poor peer relationships. They often display behaviors that alienate them from their peers. In addition, these students may have an unusual response to positive reinforcement or feedback. For instance, when given some type of praise they may respond by destroying or sabotaging the project that they were given recognition for.</p> <p>Some students develop ODD as a result of stress and frustration from divorce, death, loss of family, or family disharmony. ODD may also be a way of dealing with depression or the result of inconsistent rules and behavior standards.</p> <p>If not recognized and corrected early, oppositional and deviant behavior can become ingrained. Other mental health disorders may, when untreated, lead to ODD. For example, a student with AD/HD may exhibit signs of ODD due to the experience of constant failure at home and school.</p> <p><i>This fact sheet must not be used for the purpose of making a diagnosis. It is to be used only as a reference for your own understanding and to provide information about different kinds of behaviors and mental health issues you may encounter in the classroom.</i></p>	<p>Students with ODD may consistently challenge the class rules, refuse to do assignments, and argue or fight with other students. This behavior can cause significant impairment in both social and academic functioning. The constant testing of limits and arguing can create a stressful classroom environment.</p>	<ul style="list-style-type: none"> ● Remember that students with ODD tend to create power struggles. Try to avoid these verbal exchanges. State your position clearly and concisely. ● Choose your battles wisely. ● Give 2 choices when decisions are needed. State them briefly and clearly. ● Establish clear classroom rules. Be clear about what is nonnegotiable. ● Post the daily schedule so students know what to expect. ● Praise students when they respond positively. ● Avoid making comments or bringing up situations that may be a source of argument for them. ● 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 classroom problems. ● Avoid "infantile" materials to teach basic skills. Materials should be positive and relevant to students' lives. ● Pace instruction. When students with ODD have completed a designated amount of a non-deferred activity, reinforce their cooperation by allowing them to do something they prefer or find more enjoyable or less difficult. ● Allow sharp demarcation to occur between academic periods, but hold transition times between periods to a minimum. ● Systemically teach social skills, including anger management, conflict resolution strategies, and how to be assertive in an appropriate manner. Discuss strategies that the students may use to calm themselves when they feel anger escalating. Do this when students are calm. ● Praise students when they respond positively. ● Provide consistency. Structure, and clear consequences for the student's

¹ Minnesota Association for Children's Mental Health, St. Paul Minnesota, www.macmh.org.

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			<p>behavior.</p> <ul style="list-style-type: none"> ● Select material that encourages student interaction. Students with ODD need to learn to talk to peers and to adults in an appropriate manner. However, all cooperative learning activities must be carefully structured. ● Minimize downtime and plan and plan transitions carefully. Students with ODD do best when kept busy. ● Maximize the performance of low-performing students through the use of individualized instruction, cues, prompting, the breaking down of academic tasks, debriefing, coaching, and providing positive incentives. ● Allow students to redo assignments to improve their score or final grade. ● Structure activities so the student with ODD is not always left out. ● Ask parents what works at home. <p>Resources:</p> <ul style="list-style-type: none"> ● American Academy of Child and Adolescent Psychiatry www.aacap.org ● Anxiety Disorders Association of America www.adaa.org ● SAMHSA'S National Mental Health Information Center- ● <i>Center for Mental Health Services</i> www.mentalhealth.samhsa.gov