Original Research Paper

VOLUME-6 | ISSUE-1 | JANUARY-2017 • ISSN No 2277 - 8179 | IF : 3.508 | IC Value : 78.46

IDENTIFICATION AND IMPLEMENTATION OF REMEDIAL STRATEGIES FOR OPPOSITIONAL DEFIANT DISORDER AMONG STUDENTS AT SECONDARY LEVEL

Education

KEYWORDS: Oppositional Defiant Disorder, Remedial strategies

G. Selvi Claire Vellut — Research Scholar, Alagappa University College of Education, Alagappa University, Karaikudi

Dr. Sujathamalini — Associate Professor and Head i/c Department of Special Education and Rehabilitation Science Alagappa University, Karaikudi

ABSTRACT

One of the objectives of education is to provide healthy atmosphere to the students at all levels and thereby develop the all round personality of the students. Even a minor unhealthy situation prevailing in and around the students may bring behavior disorders in the students and disrupts any of the developments such as intellectual, physical, social etc.., This study aims to identify one of the disruptive behavior disorders named Oppositional Defiant Disorder among the students at Secondary level and implementation of Remedial Strategies to reduce Oppositional Defiant Disorder. Investigator's rating scale based on Diagnostic and Statistical Manual of Mental Disorders (DSM-IV) was administered to collect the data for the study. The findings revealed that out of 2361 Secondary level students, 273 students were identified as students with Oppositional Defiant Disorder and among them 64 students were identified with high level Oppositional Defiant Disorder. Among them, 30 students with high level Oppositional Defiant Disorder were selected as experimental group and the remedial strategies comprehensive of cognitive, metacognitive and behavior approaches was implemented to the experimental group. It was found that the high level of symptomatic Oppositional Defiant Disorder behaviors of the students of experimental group have reduced significantly due to the implementation of the remedial strategies. Thus the study implied the need to restructure the curriculum to develop pro social behaviours among students at secondary level.

Introduction

It is quite natural that student life is filled with joy and happiness. They are free from mental stress and emotions. They easily mingle with peers and they try themselves to build social relationship with the persons around them. But for some children life seems to be a difficult one. They are often seemed with number of behavior problems. The children with Oppositional Defiant Disorder are also one such category of the students in the classroom. A child or teen with Oppositional Defiant Disorder is a challenge to adults especially parents, teachers and peer groups. As the children with Oppositional Defiant Disorder are also prevailing in the society, the well being of such students should also be considered. As the Fact Sheet on Oppositional Defiant Disorder (2008) states that the rate of prevalence of Oppositional Defiant Disorder is high when comparing to the other disruptive disorders such as Attention Deficit Hyperactivity Disorder and Conduct Disorder. There are number of research works carried out in the field of Attention Deficit Hyperactivity Disorder in India, but there are only few researches on this Oppositional Defiant Disorder in India. The present study aims to identify the children with Oppositional Defiant Disorder as well as the remediation for the children Oppositional Defiant Disorder at Secondary level.

Oppositional Defiant Disorder (ODD)

Oppositional Defiant Disorder is one among the disruptive behavior disorders prevailing among the children. According to Diagnostic and Statistical Manual of Mental Disorders (DSM-IV) from the American Psychiatric Association (1994), Oppositional Defiant Disorder (ODD) is an ongoing milder pattern of bold oppositional, unfriendly, negative and disobedient behavior. David Coghill (2007) defines Oppositional Defiant Disorder as a disorder where children have disruptive and oppositional behavior that is particularly directed towards adults such as parents or teachers. According to Chandler Jim (2011) described that about one to sixteen percent of all school age children and adolescents have Oppositional Defiant Disorder.

According to "A Guide for Families by the American Academy of Child and Adolescent Psychiatry (AACAP), Oppositional Defiant Disorder is one among the group of behavioral disorders called Disruptive Behavior Disorders (DBD). Oppositional Defiant Disorder is one of the more common mental health disorders found in children and adolescents. Children and adolescents with Oppositional Defiant Disorder frequently insubordinate to elders, often argue with adults, often deliberately oppose the elders, irritate others and refuse to obey. Thus, Oppositional Defiant Disorder shows the constant pattern of disobedient, angry, verbal aggressive and un-cooperative behaviors towards parents, teachers and other adults frequently.

Need for the study

A child or a teen with Oppositional Defiant Disorder can be very difficult for parents, teachers, society and themselves too. For any disorder, it is very essential for early intervention. For Oppositional Defiant Disorder also early intervention is very important because children or adolescents with untreated Oppositional Defiant Disorder may continue to be antisocial into their adult years. This can have impact on their relationships, career prospects and quality of life. Some children or adolescents with Oppositional Defiant Disorder will develop into more serious conduct disorder too. Many researches have carried out on the identification of Oppositional Defiant Disorder and remediation for Oppositional Defiant Disordered behavior in the foreign context. According to American Academy of Child and Adolescent Psychiatry (1992), if Oppositional Defiant Disorder is left untreated, about 52% of children with Oppositional Defiant Disorder will continue severely and about half of those 52% will progress into conduct disorder. Chandler Jim (2011) described that about one to sixteen percent of all school age children and adolescents have Oppositional Defiant Disorder. Nock Matthew et al. (2007) indicated that Oppositional Defiant Disorder as a common child and adolescent onset disorder and this disorder is a risk factor of causing other disorders such as mood disorder, anxiety disorder, impulse control disorder and substance use disorders etc., Evans et al. (2013) found that the prevalence rate of boys was more than the girls and also younger adolescents face problems than the older ones. Maughan Barabar et al. (2004) found that the prevalence of Oppositional Defiant Disorder was more common in boys than girls and it also increased with age. The ample researches in the Western context reveal that much awareness prevailed in the Western world about Oppositional Defiant Disorder. When reviewing the researches in Indian context, it was found that there were only meagre researches on Oppositional Defiant Disorder in India. So, it is the need of an hour to take effort to identify the children with Oppositional Defiant Disorder and also to provide remedial measures to overcome Oppositional Defiant Disorder.

Objectives of the study

- To identify the Oppositional Defiant Disorder among students at Secondary level
- To assess the level of Oppositional Defiant Disorder in the experimental group before and after implementation of

remedial strategies

•

Hypothesis of the study

- There exists oppositional defiant disorder at different levels among students at Secondary level.
- The levels of Oppositional Defiant Disorder among the students with Oppositional Defiant Disorder differ before and after implementation of remedial strategies.

Methodology

The study was conducted in the schools of Virudhunagar. Explorative cum Experimental method with pre and post test experimental design was used in the present study.

Sample for the stud

Purposive Sampling technique was used in the present study. The secondary level students with Oppositional Defiant Disorder were selected using teachers, parents, students and Observer Rating Scales. .

Tool used

In the present study Oppositional Defiant Disorder Rating scale designed by the investigator based on DSM (IV) criteria for Oppositional Defiant Disorder was used for the identification of students with Oppositional Defiant Disorder at Secondary level. Remedial Strategies was developed and implemented by the investigator

- **Remedial strategies**

One of the significant objectives of the study is to develop and implement the Remedial strategies to reduce the symptomatic behaviors of students with Oppositional Defiant Disorder at Secondary level. To achieve the above objective, the researcher has reviewed the literature available on the topic under study regarding individual and comprehensive strategies. In particular when reviewing the comprehensive strategies, it was found that the comprehensive strategy based on cognition, metacognition and behavioral approaches found to be very effective for learning difficulties, anti social behaviors, attention deficit hyperactivity disorder etc., both in the foreign and Indian context. Shyamala (2004) studied the effectiveness of certain intervention strategies in overcoming Antisocial Behavior among high school students. vKamali Imayavaramban (2011) proved the effectiveness of cognitive, metacognitive and behvaioral approaches in overcoming

Students with Oppositional Defiant Disorder					
High level		Moderate level		Low Level	
No.	%	No	%	No	%
64	23	172	63	37	14

Deficit Hyperactivity Disorder children. Based on the above strategies, the investigator developed her remedial strategies based on the comprehensive strategy comprises of cognitive, metacognitive and behavioral approaches. **Students with Oppositional Defiant DisorderHigh levelModerate levelLow Level**No.%No%No%6423172633714

Results and discussion

Students with Oppositional Defiant Disorder at Secondary level were selected by using the rating scale designed by the investigator. Out of 2361 Secondary level students, 273 students were identified as students with Oppositional Defiant Disorder by using the rating scale designed by the investigator. The number and percentage of students with Oppositional Defiant Disorder at secondary level at different levels and the number and percentage of students with Oppositional Defiant Disorder at pre and post assessment stages are presented in the tables below

Number and Percentage of students with Oppositional Defiant Disorder at Secondary level

The major objective of the study is to identify the students with Oppositional Defiant Disorder. For the assessment purpose, Mean and Standard Deviation has been calculated. Based on the Mean +_ 1SD, the number and percentage of students

Group	Assessment	High level		Moderate level		Low level	
		No	%	No	%	No	%
Experimental group	Pre-Assessment	30	100	-	-	-	-
	Post-Assessment	-	-	17	57	13	43

with Oppositional Defiant Disorder are categorised and presented in the table 1

Table 1

From the above table, Students with Oppositional Defiant Disorder were categorized under three levels as High, Moderate and Low. Out of 273 Students with Oppositional Defiant Disorder, 64 Students with Oppositional Defiant Disorder (23%) fall under High level and 172 students with Oppositional Defiant Disorder (63%) fall under Moderate level and 37 students with Oppositional Defiant Disorder (14%) fall under Low level. 64 Students with Oppositional Defiant Disorder (23%) fall under High level were selected for further study. Out of 64 Students, 60 students who gave consent for the study were further divided into two equal groups equally as experimental and control groups.

Number and Percentage of Experimental group students with Oppositional Defiant Disorder at Secondary level at Pre and Post Assessment stages

One of the objectives of the study is to assess the level of Oppositional Defiant Disorder in the experimental group after implementation of remedial strategies. For the assessment purpose, Mean and Standard Deviation has been calculated. Based on the Mean +_ 1SD, the number and percentage of experimental group students with Oppositional Defiant Disorder are presented in the table 2.

Table 2

From the above table, after the implementation of the remedial strategies to the experimental group, 17 students with Oppositional Defiant Disorder (57%) fall under moderate level and 13 students (43%) with Oppositional Defiant Disorder fall under low level. This shows that the symptomatic Oppositional Defiant Disorder behaviors for the experimental group were reduced significantly after the treatment.

ConclusionsThe study concluded with the following major findings that there exist students with oppositional defiant disorder at different levels at Secondary level. The levels of students with Oppositional Defiant Disorder with Oppositional Defiant Disorder differ before and after implementation of remedial strategies. Remedial strategies implemented by the investigator were very effective for the students with Oppositional Defiant Disorder who received the Remedial strategies.

Educational implications

Remedial strategies has played significant role in overcoming undesirable behaviors in students with Oppositional Defiant Disorder. Also this Remedial strategy is very helpful in improving social functioning of the students with Oppositional Defiant Disorder. We can use these remedial strategies to enhance the pro

VOLUME-6 | ISSUE-1 | JANUARY-2017 • ISSN No 2277 - 8179 | IF : 3.508 | IC Value : 78.46

social behaviors of students with Oppositional Defiant Disorder at all levels.

References

1. Diagnostic and Statistical Manual of Mental Disorders(IV)(1994), http://en.wikipedia.org/wiki/Diagnostic and Statistical Manual of Mental Disorders
2. FAQs on Oppositional Defiant Disorder". www.aacap.org.Retrrieved 2008-07-15.3
3. American Academy of Child and Adolescent Psychiatry, http://en.wikipedia.org/wiki/American_Academy_of_Child_and _Adolescent Psychiatry
4. Chandler Jim. (2011). Oppositional Defiant Disorder (ODD) and Conduct Disorder (CD) in Children and Adolescents: Diagnosis and Treatment. Web Retrieved 11/4/11.
5. David Coghill (2007). Oppositional defiant disorder. Web retrieved 22/3/2007.
6. Evans Steven W., Brady Chritine E., Harrison Judith R., Bunford Nora., Kern Lee. State Talida Andrews., Andrews Chritiana (2013). Measuring ADHD and ODD Symptoms and Impairment using High School Teachers' Ratings. Journal of Clinincal Child and Adolescent Psychology, v42n2197-207 2013.
7. Maughan Barbara., Rowe Richard., Messer Julie., Goodman Rober., Meltzer Howard (2004). Conduct Disorder and Oppositional Defiant Disorder in a National Sample: Developmental Epidemiology. Journal of Child Psychology and Psychiatry, v45n3609-621. Nock Matthew K., Kazdin Alan E., Hiripi Eva., Kessler Ronald C., (2007). Lifetime Prevalence, Correlates and Persistence of Oppositional Defiant Disorder
8. Nock Matthew K., Kazdin Alan E., Hiripi Eva., Kessler Ronald C., (2007). Lifetime Prevalence, Correlates and Persistence of Oppositional Defiant Disorder: Results from the National Comorbidity Survey Replication. Journal of Child Psychology and Psychiatry, v48n7p703-713.
9. Syamala V., (2004). Effectiveness of certain intervention strategies in overcoming Antisocial Behavior among high school students.
10. Kamali Imayavaramban T.V., (2011). Effectiveness of cognitive, metacognitive and behavioral approaches in overcoming specific learning difficulties in ADHD children.