



## REMEDIAL STRATEGIES TO OVERCOME OPPOSITIONAL DEFIANT DISORDER FOR STUDENTS AT SECONDARY LEVEL

**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 understand the needs of the students and their problems at all levels. The problems of the students are to be realized in suitable ways so as to assist them with proper corrective measures for their growth and development. If the problems of the students are not identified and corrected at an earlier stage, then the situation will become worse in due course and will disrupt the life of not only the students but also the persons around them. Oppositional Defiant Disorder is one of the disruptive behavior disorders which disrupt the every day functioning of the children in many ways. This study aims to provide remedial strategies to overcome the symptomatic behaviors of Oppositional Defiant Disorder of students at Secondary level. 60 students identified with Oppositional Defiant Disorder at Secondary level were selected as sample for the study (30 as experimental and 30 as control group) and the remedial strategies were adopted on the experimental group. The findings of the study reveal that the symptomatic behaviors of Oppositional Defiant Disorder of students at Secondary level were reduced significantly due to the implementation of the remedial strategies.

**KEYWORDS :** Oppositional Defiant Disorder, Remedial strategies

### Introduction

We all know very well that all living things either human beings or others differ among themselves in many ways. Some individuals are healthy and joyous while some are unhealthy and fearful. Similarly, when regarding the behaviors also, some children are found to be adjustable to the social environment wherever they are but some children are not like that. Their behaviors irrespectively disrupt the functioning of both the individuals as well as the individuals around them. Disruptive Behavior disorders are one group of disorders such as Oppositional Defiant Disorder, Conduct Disorder and Attention Deficit Hyperactivity Disorder. The Fact Sheet on Oppositional Defiant Disorder (2008) states that the prevalence rate of Oppositional Defiant Disorder is about 10% for children, Conduct Disorder is approximately 5% and Attention Deficit Hyperactivity Disorder is between 2% to 5% and when it is not treated earlier, the consequences of this Oppositional Defiant Disorder are more and it may end up with co-morbid with other serious disorders. So, remedial measures at an early stage are very essential to overcome this Oppositional Defiant Disorder. When reviewing about the related literature, it was found that, many research works were carried out in this field in the western world. But in India, only very few researches were seen on Oppositional Defiant Disorder. Hence the present study aims to design and implement the remedial measures to overcome Oppositional Defiant Disorder for students at secondary level.

### Oppositional Defiant Disorder (ODD)

According to Diagnostic and Statistical Manual of Mental Disorders (DSM-IV) of American Psychiatric Association (1994), Oppositional Defiant Disorder (ODD) is a consistent milder pattern of disorder among the group of disruptive behavior disorders. McGraw Hill Dictionary of Modern Medicine (2002), state that Oppositional Defiant Disorder is a psychiatric condition characterized by negativistic, hostile, defiant behavior towards authority figures usually without violating societal norms. Thus Oppositional Defiant Disorder consists of group of unwanted and challenging behaviors consistently occurring in the children often and also unnatural when compared with the children or adolescents of that age.

### Need for the study

Children or adolescents having this Oppositional Defiant Disorder are causing distress to the family members, teachers, peers etc., Their behaviors interfere in their academic and social functioning

and placing them in the harmful situations. (Chandler Jim, 2011). American Academy of Child and Adolescent Psychiatric states that parents and teachers often find more rigid and irritable behaviors in these children. Some of the children if untreated will be developed into other severe disorders. Fact sheet on Oppositional Defiant Disorder (2008) states that around 10% of the children identified with Oppositional Defiant Disorder if untreated will be ended with some anti social personality disorders. So providing remedial measures at an earlier stage is very important to overcome Oppositional Defiant Disorder. When reviewing the researches on this topic, it was found that in the western world, there were more researches carried out in this field. This shows that the people of the western world have much awareness on Oppositional Defiant Disorder. On the other hand, there were only few researches which were dealt with this particular disorder in India. Some of the researches explored on Oppositional Defiant Disorder while dealing with group of other disorders (Shyamala, 2004; Kamali Imayvarman 2011). How a disease which is prevented or arrested when it is treated at an earlier state, this Oppositional Defiant Disorder which is a milder pattern among the group of Disruptive Behavior Disorders should be treated earlier with the remedial measures to avoid serious consequences in the children or adolescents with Oppositional Defiant Disorder. As there were only few attempts in this unidentified emerging field in India, this study on Oppositional Defiant Disorder is an essential one.

### Objectives of the study

- To develop and implement the remedial strategies to overcome the Oppositional Defiant Disorder among students at Secondary level.
- To find out the difference between the means of scores on pre-test and post-test in Oppositional Defiant Disorder of control group
- To find out the difference between the means of scores on pre-test and post-test in Oppositional Defiant Disorder of experimental group

### Hypotheses of the study

- There exists no significant difference between the means of scores in pre-test and post-test in Oppositional Defiant Disorder of control group
- There exists significant difference between the means of scores in pre-test and post-test in Oppositional Defiant Disorder of

experimental group

**Methodology**

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

**Sample for the study**

Purposive Sampling technique was used in the present study. 60 secondary level students with Oppositional Defiant Disorder were selected for the experimental study and they were classified as experimental and control group equally.

**Tool used**

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 major objectives of the study is to develop and implement the remedial strategies to overcome the negative behaviors of students with Oppositional Defiant Disorder at Secondary level. It should be kept in mind that the strategies designed should be suitable for the needs of the children comprehensively according to the Indian context. To accomplish the above objective, the investigator reviewed the literature available on the above topic. Some of the strategies such as collaborative problem solving, community vs. clinic based modular treatment etc., as remedial measures were examined by the researches Greene (2002), Kolko (2008) respectively. The above remedial measures as well as the other remediation given by various researchers are not the comprehensive one and at the same time not the ready reckoned for use. Also many of the researches were made in the foreign context. When reviewing the researches on the comprehensive remediation for Oppositional Defiant Disorder, only very few attempts were contributed by the Indian researches in this area (shyamala, 2004; Kamali Imayavarman, 2011). Even though those remediation strategies are not pertaining particularly for Oppositional Defiant Disorder, they gave vivid idea for developing the remedial strategies for Oppositional Defiant Disorder comprehensively. Based on them, the investigator in this study developed the remedial strategies based on the comprehensive strategies such as cognition, meta cognition and behavior based approaches.

**Results and discussion**

The Remedial strategies were designed for the students with Oppositional Defiant Disorder at high level at Secondary level. The Remedial strategies were implemented for the selected experimental group of students with Oppositional Defiant Disorder and the control group was not treated with the remedial strategies. Oppositional Defiant Disorder behaviors before and after treatment of the experimental and the control group was rated using rating scale and scored. The collected data was analyzed and presented in the tables 1 and 2.

**Comparison of Mean Scores of Oppositional Defiant Disorder of Experimental group of Students at Secondary level in the Pre-Assessment and Post-Assessment stages**

The objective was to compare the Mean, Standard Deviation and 't' value of Oppositional Defiant Disorder of Experimental group students at Secondary level in the Pre and Post-Assessment stages. The data were analyzed and the results are given in table 1

**Hypothesis**

There exists significant difference in the mean scores of Oppositional Defiant Disorder of experimental group students at Secondary level in pre and post-assessment stages.

**Table 1 Mean, Standard Deviation and 't' value of Oppositional Defiant Disorder of Experimental group students at Secondary**

**level in the Pre-Assessment and Post-Assessment stages**

Group	Assessment	N	Mean	SD	t value
Experimental group	Pre-Assessment	30	115.13	<b>8.48</b>	<b>22.13**</b>
	Post-Assessment	30	73.3	<b>6.03</b>	

**\*\*indicates significant at 0.01 level**

From the table 1, the obtained 't' value 22.13 is significant at 0.01 level. It reveals that the experimental group differs in their pre and post-assessment stages. Thus, the hypothesis, "There exists significant difference in the mean scores of Oppositional Defiant Disorder of experimental group students at Secondary level in the pre and post-assessment stages" is accepted. The result reveals that the mean scores of experimental group in the post-assessment stage is 73.3 which is lower than the pre-assessment mean score 115.13 and it is evident that the symptomatic Oppositional Defiant Disordered behaviors were reduced from the pre-assessment stage of the experimental group to the post-assessment stage due to the implementation of the Remedial Strategies.

To conclude, there exists significant difference in the mean scores of Oppositional Defiant Disorder of experimental group students at Secondary level in the pre and post-assessment stages.

**Comparison of Mean Scores of Oppositional Defiant Disorder of Control group Students at Secondary level in the Pre-Assessment and Post-Assessment stages**

The objective was to compare the Mean, Standard Deviation and 't' value of Oppositional Defiant Disorder of Control group students at Secondary level in the Pre and Post-Assessment stages. The data were analysed and the results are given in table 2

**Hypothesis**

There exists no significant difference between the mean scores in Oppositional Defiant Disorder of control group students of Secondary level in pre and post-assessment stages.

**Table 2 Mean, Standard Deviation and 't' value of Oppositional Defiant Disorder of Control group Students at Secondary level in the Pre and Post-Assessment stages**

Group	Assessment	N	Mean	SD	t value
Control group	Pre-Assessment	30	<b>114.76</b>	<b>8.17</b>	<b>1.42*</b>
	Post-Assessment	30	<b>111.8</b>	<b>8.01</b>	

**@ not significant at 0.05 level.**

From the table 2, the obtained 't' value 1.42 is less than the table value. It reveals that control group does not differ in their Oppositional Defiant Disorder behaviors at pre and post-assessment stages. Thus the hypothesis that, "There exist no significant difference in the mean scores of Oppositional Defiant Disorder of control group students at Secondary level in the pre and post-assessment stages" is accepted. To conclude, there exists no significant difference in the mean scores of Oppositional Defiant Disorder of control group students at Secondary level in the pre and post-assessment stages.

**Conclusions**

The study concluded with the following major findings that 1. There exists significant difference in the mean scores of Oppositional Defiant Disorder of experimental group students at Secondary level in pre and post-assessment stages.

2. "There exist no significant difference in the mean scores of Oppositional Defiant Disorder of control group students at Secondary level in the pre and post-assessment stages"

3. 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 based on comprehensive strategy has played significant role in treating students with Oppositional Defiant Disorder. This intervention strategy is very helpful in improving physical, social, emotional and educational well being of the students with Oppositional Defiant Disorder. We can use this intervention strategy with other strategies for Oppositional Defiant Disorder to reduce the symptomatic behaviors of Oppositional Defiant Disorder of Students at other levels also. These Remedial strategies can be implemented for other behavior disorders also.

### **References**

1. Diagnostic and Statistical Manual of Mental Disorders(IV)(1994), [http://en.wikipedia.org/wiki/Diagnostic\\_and\\_Statistical\\_Manual\\_of\\_Mental\\_Disorders](http://en.wikipedia.org/wiki/Diagnostic_and_Statistical_Manual_of_Mental_Disorders)
2. FAQs on Oppositional Defiant Disorder".www.aacap.org.Retrieved 2008-07-15.3
3. American Academy of Child and Adolescent Psychiatry, [http://en.wikipedia.org/wiki/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. Greene R.W., Biederman J., Zerwas S., Monuteaux M.C., Goring J.C., Faraone S.V., (2002). Psychiatric comorbidity, family dysfunction and social impairment in referred youth with oppositional defiant disorder. American Journal of child psychiatry, v159(7) p1214-1224.
6. Kolko David J., Dorn Lorah D., Bukstein Oscar., Burke Jeffrey D., (2008). Clinically Referred ODD Children with or without CD and Healthy Controls: Comparisons across contextual Domains. Journal of Child and Family Studies, v17n5p714-734.
7. Shyamala V., (2004). Effectiveness of certain intervention strategies in overcoming Antisocial Behavior among high school students.
8. Kamali Imayavaramban T.V., (2011). Effectiveness of cognitive, metacognitive and behavioral approaches in overcoming specific learning difficulties in ADHD children.
9. Mc.Graw Hill Dictionary of Modern Medicine.com