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**President and Executive Director**  
**CADDAC**

**Oppositional Defiant Disorder**

- ▷ ODD
- ▷ Collaborative & Proactive Solutions (CPS)

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**Oppositional Defiant Disorder/ ODD**

**Definition:** Pattern of anger, hostility, stubbornness, low frustration tolerance, and resistance to authority (especially parental)

**Facts:**

- ▷ Most common comorbid disorder for ADHD - 40 to 80%
- ▷ Parents report difficult temperament in early years
- ▷ Studies show that ODD behaviour occurs most frequently at home, then at home and school and most rarely at school only
- ▷ ODD need not turn into Conduct Disorder, but research shows that 40% do

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### Symptoms of ODD

- ▷ Argumentative
- ▷ Falls apart when frustrated
- ▷ Extreme lack of flexibility in actions and relationships – black and white thinkers and overly focused on unfairness
- ▷ Difficulty with transitions and change – cannot shift gears easily
- ▷ Reacts defiantly and impulsively
- ▷ Annoys other people, yet easily annoyed by others
- ▷ Invades other’s personal space

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4

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### ODD Symptoms Continued

- ▷ Blame others for their own mistakes, yet easily annoyed by other’s mistakes
- ▷ Quick to anger and hold on to anger for longer periods
- ▷ Continue negative behaviours even when it is clearly not in their best interest – unlike manipulative children
- ▷ Defiance or temper may appear to come out of no where
- ▷ May experience sensitivities to clothing smells etc.
- ▷ More sensitive to being hungry or tired than other children
- ▷ Meltdowns common - What is a meltdown?

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5

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### Why Does ADHD set the Child up for ODD?

**ODD is driven by biological issues**

- ▷ Self and Emotional regulation impairments + executive functioning impairments + impulsivity set the child up for ODD
- ▷ Poor social skills, language difficulties and other LDs, anxiety and depression add to issues driving ODD

**Social interaction can increase ODD**

- ▷ ODD can be impacted by disruptive and inconsistent parenting – switching between very strict and permissive parenting
- ▷ Understandable due to parents’ own ADHD and the difficulty parenting these children - family stressors

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### Group Discussion

**Situation:**  
A child turns over a desk at school or a table at home when asked to stop an activity

**Questions to discuss**

- ▷ What might have caused this (triggers)?
- ▷ What Impairments might be indicated?
- ▷ Can external reminders and external rewards be used in these type of situation?
- ▷ Can the ABC chart be of assistance?

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7

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### CADDAC ABC Behavioural Chart

Behaviour	What occurred before the child's behaviour?	What was the child's usual behaviour?	What was the parent's or teacher's response?	What was the child's response to the parent?

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8

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### Interventions for ODD

- ▷ Medication can improve Emotional Regulation
- ▷ Therefore medication may help to improve ODD
- ▷ Parenting should also be addressed
- ▷ Parents should be screened for ADHD and disruptive parenting
- ▷ Parental treatment required if ADHD present before parenting program introduced – why?
- ▷ If comorbid CD exists – movement away from area of deviant peers may be required

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9

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### Questions to Ask Ourselves

How do we normally react to children's defiance?

Why does understanding ODD as an impairment helps us to put better interventions in place?

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10

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### Beliefs about Behaviour

- ▶ Your underlying beliefs as to why the behaviour is occurring will dictate your reaction and how you deal with the behaviour
- ▶ A common belief is that a child's behaviour is always due to the parent's (adult's) interaction with them
- ▶ Is your underlying belief that the child is simply being, manipulative, attention seeking, controlling, defiant, stubborn etc.?
- ▶ If so, behaviour modification/consequences (behaviour therapy) will be your chosen intervention
- ▶ What is the goal, to just stop the behavior or discover the underlying cause to decrease/stop the reoccurrence?

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11

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### Behaviour Modification

- ▶ Antecedent + choice in behaviour = consequence
- ▶ If behaviour is altered so is the consequence
- ▶ If behaviour is not favourably altered, the negative consequence will increase
- ▶ We know that corporal punishment increases immediate compliance but can have huge side-effects (Gershoff 2002)
- ▶ Traditional reward punishment, increases motivation to comply and perhaps some lessons in right and wrong
- ▶ However, if skills are lacking in executive functioning, self and emotional regulation, frustration control etc. it will not teach these skills

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12

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**Collaborative & Proactive Solutions**  
(formerly) Collaborative Problem Solving Approach

**Dr. Ross Greene -Books "The Explosive Child" and "Lost at School"**

**"Children do well if they can"**  
*"... challenging behavior occurs when the expectations being placed on a kid exceed the kid's capacity to respond adaptively."*  
 some kids are lacking the skills to handle certain demands and expectations.

**Green believes ODD is the "fever of the illness"**

**Main ideas behind this approach:**

- ▷ ODD is caused by a lag in thinking or EF skills and not due to attention seeking, manipulation or lack of motivation
- ▷ Therefore the best way to deal with this behaviour is to teach skills rather than through rewards and punishments
- ▷ These skills need to be taught in the natural setting through problem solving

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13

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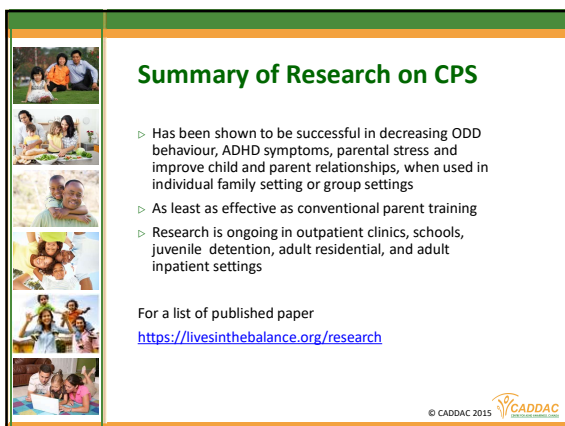
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**Summary of Research on CPS**

- ▷ Has been shown to be successful in decreasing ODD behaviour, ADHD symptoms, parental stress and improve child and parent relationships, when used in individual family setting or group settings
- ▷ As least as effective as conventional parent training
- ▷ Research is ongoing in outpatient clinics, schools, juvenile detention, adult residential, and adult inpatient settings

For a list of published paper  
<https://livesinthebalance.org/research>

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14

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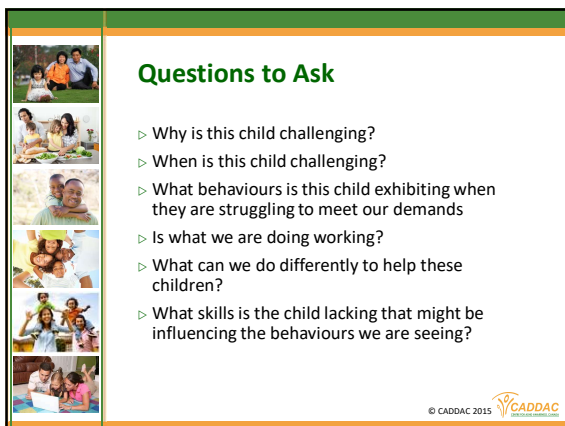
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**Questions to Ask**

- ▷ Why is this child challenging?
- ▷ When is this child challenging?
- ▷ What behaviours is this child exhibiting when they are struggling to meet our demands
- ▷ Is what we are doing working?
- ▷ What can we do differently to help these children?
- ▷ What skills is the child lacking that might be influencing the behaviours we are seeing?

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15

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### Assessment of Lagging Skills and Unsolved Problems (ALSUP)

Difficulty with:

- ▷ Transitions, sequencing steps in a logical order
- ▷ Poor sense of time
- ▷ Maintaining focus and persisting when tasks are challenging or boring
- ▷ Considering outcomes and consequences of actions (impulsivity)
- ▷ Problem solving (coming up with solutions)
- ▷ Expressing concerns, needs and thoughts in words
- ▷ Dealing with frustration
- ▷ Increased irritability
- ▷ Concrete thinking- difficulty shifting from rules, schedule, ideas, plan
- ▷ Inflexible, cognitive distortions ("everyone out to get them, its not fair")
- ▷ Attending to, or interpreting social cues
- ▷ Starting conversations, joining play, connecting with others
- ▷ Empathizing and understanding how own behavior effects others
- ▷ Sensory motor difficulties

<https://www.livesinthebalance.org/sites/default/files/ALSUP%20060417.pdf>

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16

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### Pre Steps to CPS

1. Discover the demands that trigger the behaviour "Triggers"
2. List as many triggers as you can
3. After reviewing the triggers decide on the lagging skills that may be implicated

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17

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### Using CPS Approach

**Adult needs to decide whether behaviour and intervention fits into A, B or C.**

- A. Impose will of adult – non negotiable (generally only used for safety issues)
- B. Collaboratively solve the problem with the child
- C. Expectation of Adult withdrawn – choose to ignore at least temporarily – choosing your battles

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18

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### Step B - Collaboration

**Steps to achieve B:**

1. Identify unsolved problem
2. Adult takes the lead and sates" I notice that .... What's up?"
3. Gather information from the child to understand their perspective of the issue or their concerns (empathy)
4. Parent defines their concerns, "The thing is..."
5. Brain storm solutions – be nonjudgmental of theirs
6. Jointly agree to try a solution and to reevaluate later

Teeth brushing example

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19

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### How Does this teach Skills?

**Models and teaches child steps to problem solving**

- ▷ Define problem
- ▷ Generate solutions
- ▷ Empathize and see other's perspectives
- ▷ Models and practices flexible thinking
- ▷ Build EF skills

**Other positives**

- ▷ Gives us an opportunity to hear what the child feels the problems are or what they see as their difficulties
- ▷ Increases adherence to rules if child feels they are part of solution

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20

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### To Learn More About CPS

**Access Dr. Greene's web site:**  
**Lives in the Balance, [www.livesinthebalance.org](http://www.livesinthebalance.org)**

**The site includes information on:**

- The CPS method
- Published and ongoing research
- Resources such as
  - videos on the implemented plans
  - a web based radio program
  - a guide to assessing lagging skills and unsolved problems (ALSUP guide)
  - "Cheat Sheets" to help gather information and guide you through plan B

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21

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### Ross Green Videos

- [Kids do Well if they Can\\_F6\\_FastStart\\_768K.flv](#)
- [http://www.livesinthebalance.org/sites/default/files/Your%20Explanation%20Guides%20Your%20Intervention\\_F6\\_768K.flv](http://www.livesinthebalance.org/sites/default/files/Your%20Explanation%20Guides%20Your%20Intervention_F6_768K.flv)
- [http://www.livesinthebalance.org/sites/default/files/Being%20Responsive%20to%20the%20Hand%20You%27ve%20Been%20Dealt\\_F6\\_FastStart\\_768K.flv](http://www.livesinthebalance.org/sites/default/files/Being%20Responsive%20to%20the%20Hand%20You%27ve%20Been%20Dealt_F6_FastStart_768K.flv)

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22

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### More Greene Videos

- [http://www.livesinthebalance.org/sites/default/files/Plan%20B\\_F6\\_768K.flv](http://www.livesinthebalance.org/sites/default/files/Plan%20B_F6_768K.flv)
- [http://www.livesinthebalance.org/sites/default/files/Plan%20B\\_F6\\_768K.flv](http://www.livesinthebalance.org/sites/default/files/Plan%20B_F6_768K.flv)

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23

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### Additional Resources

- Implementing Plans A, B and C  
<http://thinkkids.org/help/videos/>
- Thinking skills Inventory  
<http://thinkkids.org/train/materials/>
- CPS Resources  
<http://www.livesinthebalance.org/resources>

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24

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### References

- <http://www.livesinthebalance.org/about-lives-in-the-balance>
- Smoot DL, Understanding Oppositional- Defiant Disorder, <http://www.smootpsych.com/uploads/2/9/0/6/2906704/odd.pdf>
- Green RW, The Explosive Child Fifth Edition: A New Approach for Understanding and Parenting Easily Frustrated, Chronically Inflexible Children, Harper Collins, original 1998, last revision 2014
- Additional resource for schools, "Lost at School" <http://www.lostatschool.org/>

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