

# POSITIVE BEHAVIOUR SUPPORT

FOR STUDENTS WITH  
**OPPOSITIONAL** AND **DEFIANT** BEHAVIOURS



Registered NDIS Provider



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# ENROL NOW!

Most students will show oppositional and defiant behaviours at least once, but for some students, this behaviour becomes a pattern that disrupts their time in the classroom.

*Positive Behaviour  
Support for Students  
with Oppositional and  
Defiant Behaviours*

This course will equip you with a toolkit of practical strategies to develop a classroom that better supports students with oppositional and defiant behaviours and has a positive impact on all students in the classroom.

## TELL ME HOW



### Self-paced

Completed at your  
own pace



### 5 Hours

To complete



### Resources

Specially designed,  
yours to keep



**Behaviour Help**



Registered NDIS Provider

Positive Behaviour Support for Students with Oppositional  
and Defiant Behaviours

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## Disclaimer

The information contained in this booklet and course is general in nature and does not take into account your personal situation. You should consider whether the information is appropriate for your student's needs.

If you have any concerns about a student, please raise them with the student's caregiver/s. The caregiver can then raise these concerns with their local doctor who can provide a referral to the relevant professional (e.g. paediatrician, psychologist or psychiatrist) for diagnosis and treatment if appropriate.

# DEFINING OPPOSITIONAL DEFIANT DISORDER

Most students have argued with authority figures, refused to comply with a rule or request, or blamed someone else for their bad behaviour at least once. This kind of behaviour is usually short-lived, and tends to disappear as the student moves through the circumstances that triggered the behaviour, or learns the skills to respond to stress as they mature.

However, some students exhibit more serious patterns of oppositional and defiant behaviours. When persistent, these behaviours can impair the student's ability to participate in school and family settings. Often, a student with a pattern of these behaviours will be diagnosed with Oppositional Defiant Disorder.

Without intervention, this can lead to long-term learning and development difficulties, such as poor academic performance and strained peer and family relationships.

Some students exhibit serious patterns of oppositional and defiant behaviours.

If this sounds familiar, then you've come to the right place.

The online course Positive Behaviour Support for Students with Oppositional and Defiant Behaviours aims to educate, empower and enable you to develop a classroom that better supports students with oppositional and defiant behaviours in a way that has a positive impact on all students in the classroom.



# DEFINING OPPOSITIONAL DEFIANT DISORDER

Oppositional Defiant Disorder (ODD) is categorised by a pattern of angry or irritable mood, argumentative or defiant behaviours, or vindictiveness towards authority figures. The first symptoms usually appear during preschool years.

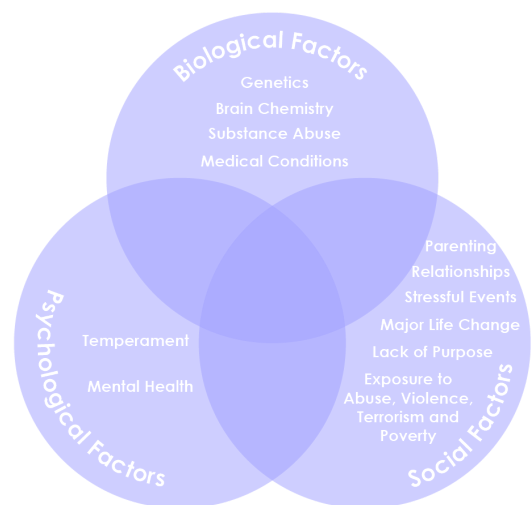
A student with ODD or a pattern of oppositional and defiant behaviours will act in some or all of the following ways:

- Easily losing their temper
- Easily annoyed by others
- Arguing with adults
- Deliberately defying or refusing to comply with requests or rules set by adults
- Deliberately annoying others
- Blaming others for their mistakes or misbehaviour
- Angry and resentful
- Spiteful and vindictive

## CAUSES OF OPPOSITIONAL AND DEFIANT BEHAVIOURS

Oppositional and defiant behaviours aren't caused by a single factor, but a combination of many that are unique to the student.

To find the root cause of a student's oppositional and defiant behaviours, psychologists will often refer to the biopsychosocial model. This model considers how different biological, psychological and social factors interact and combine to influence behaviour.



The Biopsychosocial Model

# CAUSES OF OPPOSITIONAL AND DEFIANT BEHAVIOURS

## Biological Factors

Biological factors that can contribute to the development of ODD include:

- Predisposition due to family history of ADHD, substance abuse or mood disorders such as depression or bipolar disorder
- Brain differences such as chemical imbalances and anomalies in certain parts of the brain

## Psychological Factors

Psychological factors that can contribute to the development of ODD include:

- Temperament and personality traits such as low tolerance for frustration
- Thinking patterns such as:
  - Oversimplifying
  - All-or-nothing thinking
  - Quick to make judgements
  - Misinterpreting social information then reacting aggressively
  - Expecting others to treat them fairly without being fair in return
  - Believing they can defeat or outlast authority figures
  - Failing to learn from experience
  - Needing to feel tough
  - Seeking revenge when angered

## Social Factors

Social factors that can contribute to the development of ODD include:

- Lack of parental supervision
- Parental rejection and neglect
- Parental discipline is too harsh, too relaxed or inconsistent
- Parental criminality
- Parental disharmony
- Inconsistent child rearing practices
- Parents with mental health problems
- Parents with substance abuse problems
- Individual has been physically or sexually abused
- Individual lives in institutionalised care
- Individual has frequent changes of caregivers
- Individual is part of a large family

# POSITIVE BEHAVIOUR SUPPORT

FOR STUDENTS WITH OPPOSITIONAL  
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Positive Behaviour Support (PBS) is a framework that aims to improve academic, social and behavioural outcomes for people with challenging behaviours.

PBS recognises that all behaviour serves a purpose. The framework emphasises the need for an assessment to take place to understand the reason for specific challenging behaviours before they can be addressed. Based on the assessment findings, PBS uses multiple approaches to minimise or prevent the occurrence of these behaviours.

PBS focuses on teaching, increasing and strengthening helpful behaviours through reinforcement, and anticipating where things may go wrong, rather than just reacting when they do. By changing interactions, activities and altering environments, specific behaviours can be prevented and we can improve the students quality of life.

Behaviour Help applies PBS to assess, prevent and manage behaviours and improve a student's quality of life.

Behaviour Help utilises PBS in the Assess – Manage – Prevent cycle to assess challenging behaviour, determine appropriate ways to manage it, and implement plans to prevent it.





# POSITIVE BEHAVIOUR SUPPORT

## FOR STUDENTS WITH OPPOSITIONAL AND DEFIANT BEHAVIOURS

As caregivers and educators, our goal is to help students with oppositional and defiant behaviours to develop the skills to cope with situations that trigger them so that they can have the same opportunities for growth and development as other children, and become healthy, happy adults.

Behaviour Help aims to equip you with a toolkit that you can use to help your student:

- Reduce the frequency and intensity of hostile and defiant behaviour
- Reduce the frequency and duration of temper tantrums and outbursts
- Develop respect for and cooperation with adults
- Learn to deal with conflict without relying on anger, hostility, and defiance
- Improve communication and interaction with family and authority figures
- Increase social awareness for improved peer relationships
- Learn how to express their emotions and needs in calm, constructive and respectful ways
- Learn how to identify and address thinking errors that lead to behaviour problems

## Assessment Stage

PBS teaches us that before we implement any behaviour management plans, we need to complete an assessment. Assessment is when the educator engages in detective work in order to understand the message, or function, that the student is trying to communicate through their challenging behaviour. It's a deep dive to discover what the student is trying to tell us, if they get what they want by behaving a certain way, or if they behave this way because it's the only way they know how to respond to a situation.

A thorough assessment can't be conducted by you alone. Instead, a team of people should work together to paint a comprehensive picture of the student's situation. This team will comprise various people in the student's life, depending on their individual needs.



# MORE RESOURCES!



The Behaviour Help app and the booklet Positive Behaviour Support for Students with Oppositional and Defiant Behaviour by Dolly Bhargava will guide you through the Assess – Manage – Prevent process.

Use the templates and instructions provided to determine why the student is behaving a certain way and develop comprehensive Management and Prevention Plans to help the student get the most out of their time in the classroom.

[GET THE APP](#)

[GET THE BOOK](#)

# POSITIVE BEHAVIOUR SUPPORT

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## Management Stage

The management stage involves designing a comprehensive behaviour Management Plan based on the assessment findings.

The behaviour Management Plan aims to provide guidelines to help everyone supporting the student to manage the behaviour as it escalates in a planned, safe and least disruptive manner.



## Prevent Stage

The prevention stage involves designing a comprehensive Prevention Plan based on the assessment findings.

The Prevention Plan aims to:

- Minimise or avoid the triggers that set off challenging behaviours
- Tailor the activity, environment and interactions to match the student's skills
- Teach the student positive ways of communicating their messages, and managing their emotions and behaviours

# DON'T FORGET TO ENROL!

At the end of the course you will have:

- A toolkit of practical strategies to assess, manage and prevent oppositional and defiant behaviours
- Actionable tools for developing a behaviour support plan that you can apply immediately with your student in your setting
- Lifetime access to the Behaviour Help app, allowing you to develop a behaviour support plan for any student with oppositional and defiant behaviours that you support

The course will introduce you to the topic of oppositional and defiant behaviours in students, its characteristics and its causes.

It will then teach you how to use the Assess – Manage – Prevent cycle using the Behaviour Help app to improve the student's experience in the classroom.

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The course will provide you with a range of strategies to support students exhibiting specific behaviours, such as:

- Blaming others
- Compulsive lying
- Arguing with adults
- Easily and frequently losing their temper
- Refusing to comply with requests
- Frequent anger, resentment, spite and vindictiveness

ENROL NOW