

## **Curricular adaptations to contribute to the permanence and inclusion of students with oppositional defiant disorder in elementary school**

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### **ABSTRACT**

Curricular adaptations are pedagogical strategies that aim to meet the individual needs of students, ensuring their inclusion and promoting their effective participation in the school environment. In the case of students with Oppositional Defiant Disorder (ODD) in elementary school, some adaptations are important to contribute to their permanence and inclusion. In this sense, the aim of this study is to improve the understanding of ODD and its educational implications, aiming to provide practical guidance for educators and professionals in the field. The justification for choosing this theme lies in the need to discuss and explore strategies and practices that can ensure the inclusion and academic and social success of students with Oppositional Defiant Disorder, contributing to the construction of a more inclusive education and a fairer and more egalitarian society. The research is qualitative in nature, with a bibliographic reference search of scientific articles found in *the Scielo* and *Google Scholar* databases between 2013 and 2023. In the course of this work, it is possible to analyze and understand the complexity of Oppositional Defiant Disorder (ODD) in the context of elementary school. According to the data found, it was possible to conclude that this behavioral disorder presents significant challenges both for the students who experience it and for the educators who deal with its manifestations in the classroom. In view of this, it is necessary that curricular adaptations are well planned so that students can enjoy their rights adequately.

**Keywords:** Oppositional Defiant Disorder, Curriculum adaptations, Inclusive education.

### **INTRODUCTION**

The inclusion of students with Oppositional Defiant Disorder (ODD) in primary education is a challenge for the education system. ODD is a psychiatric condition characterized by a persistent pattern of negativistic, defiant, disobedient, and hostile behavior toward authority figures. These behaviors can significantly impact the school environment, affecting the student's own learning and that of their peers.

To ensure a successful educational experience for these students, it is essential to implement curriculum adaptations that take into account their specific needs. These adaptations should be planned individually, considering the profile and level of functionality of each student with ODD.

Thus, students with ODD often face significant difficulties in the school environment, which can affect their academic performance, emotional well-being, and interpersonal relationships (VIEIRA; HERNANDEZ; RAMOS, 2019).

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Also according to the authors, the inclusion of students with ODD in regular schools is essential to ensure that they receive the necessary support for their integral development, as inclusive education offers adequate strategies and resources to meet the specific needs of these students, promoting a welcoming and stimulating school environment (VIEIRA; HERNANDEZ; RAMOS, 2019).

According to Araújo and Araújo (2018), by adopting the inclusive approach, schools can provide emotional, social, and academic support to students with ODD, allowing them to fully engage in the educational process and reach their full potential. In addition, inclusion also promotes understanding and acceptance of diversity, preparing all students to live in a more inclusive and tolerant society (ARAÚJO; ARAÚJO, 2018).

The research problem involves investigating the effective pedagogical strategies and approaches to promote the inclusion of students with ODD, considering their specific needs. In addition, it is critical to examine the availability of adequate resources and support for educators and health professionals to address the challenges presented by students with Oppositional Defiant Disorder.

The hypothesis of this study is that by implementing individualized pedagogical strategies that focus on the development of socio-emotional skills, stimulating active engagement, and creating an environment of support and understanding, it is possible to improve the educational experience and promote the successful inclusion of students with ODD in the context of Elementary School.

The theme is justified by the need to address and discuss issues related to the inclusion of students with special educational needs in school contexts. Oppositional Defiant Disorder is a condition that affects the academic and social life of these students, requiring specific attention to ensure their full development.

## **OBJECTIVE**

The general objective of this research is to better understand ODD and its educational implications, aiming to provide practical guidance for educators and professionals in the field.

The specific objectives aim to research in the literature if there is curricular adaptation for students with ODD in Elementary School; Identify effective evidence-based strategies to assist teachers; Provide theoretical support for educators in order to provide an inclusive and quality education for these students.

## **METHODOLOGY**

The methodology of this research is qualitative and bibliographic. According to Garcia (2016), bibliographic research is a method used to collect pre-existing information and knowledge on a given topic, through the consultation and analysis of various bibliographic sources, such as books, scientific articles, dissertations, theses, technical reports, among others.

For the author, the objective of bibliographic research is to obtain a comprehensive and in-depth



view of the topic of study, examining and synthesizing the available knowledge. It is a fundamental step in any research process, as it allows the identification of existing gaps in knowledge, understanding the fundamental theories and concepts related to the topic, and theoretically supporting the investigation (GARCIA, 2016).

The research will make use of a qualitative research that aims to demystify a real fact, identify the problem and coin alternatives that help improve the situation addressed. For the literature review of this article, we used scientific articles found in *the Scielo* and *Google Scholar* databases with a timeline between 2013 and 2023, using the keywords: TOD; Curricular Adaptations; Inclusive Education.

In the development of this study, a brief history of Special Education in Brazil is made, with an approach to the definition of ODD. In addition, dates and flexibilities and strategies that stimulate the interest of children with ODD in the proposed activities will be presented. In addition, the theme is discussed according to the researched studies and finally the final considerations of the same.

## **DEVELOPMENT**

### **BRIEF HISTORY OF SPECIAL EDUCATION IN BRAZIL**

Special Education is a field of education that is dedicated to serving students with special educational needs, who may have some type of disability, developmental disorder, or learning difficulties. Throughout history, the way society has viewed and treated people with special needs has evolved significantly (TEIXEIRA, 2015).

Before the twentieth century, people with disabilities were often excluded from society and did not have access to formal education. They were seen as "abnormal" and were often institutionalized in nursing homes or hospitals. Teaching, when offered, was primarily focused on charity and religion. In the early twentieth century, there was a movement towards inclusion and appreciation of people with disabilities. The first special schools appeared, which offered some kind of education for students with disabilities. However, there was still a clear segregation between these schools and mainstream schools (PLETSCH, 2020).

After World War II, there was an increase in awareness and advocacy for the rights of people with disabilities. The civil rights movement also influenced the fight for the rights of people with disabilities. The idea of inclusion began to gain traction, advocating that all students, regardless of their special needs, should have the opportunity to attend mainstream schools (PLETSCH, 2020).

The Benjamin Constant Institute (IBC) is an institution located in Brazil, in the city of Rio de Janeiro. It was founded on September 17, 1854 and is a national reference center for education and care for people who are blind and have low vision. The IBC offers education, rehabilitation and specialized services for visually impaired people, from Early Childhood Education to High School and vocational training (CERQUEIRA; PINE; FERREIRA, 2014).



INES - National Institute for the Education of the Deaf is another Brazilian institution, also located in Rio de Janeiro. It was founded on September 26, 1857, during the period of the Empire of Brazil. INES is a school specialized in the care and education of deaf people, offering bilingual education, with instruction in Libras (Brazilian Sign Language) and Portuguese (LOPES; FREITAS, 2016).

Both institutes have a significant track record in serving people with disabilities in Brazil and have played an important role in the development of education and rehabilitation for these groups.

In the 1970s, laws emerged in several countries, boosting others that guaranteed the right to Inclusive Education, the Salamanca Declaration, in 1994, was an important milestone in the development of Special Education, which reinforced the right of all students to Inclusive Education and highlighted the importance of adapting teaching and the school environment to meet the individual needs of students (MACENA; JUSTIN; CAPELLINI, 2018).

According to the authors Macena, Justino and Capellini (2018), with the advancement of technology and research in the area of Special Education, new approaches and methodologies for the inclusion of students with special needs have emerged. The use of assistive technology resources, such as alternative communication devices, adapted educational software, and accessibility tools, has become more common in schools (MACENA; JUSTIN; CAPELLINI, 2018).

Currently, Special Education continues to progress and adjust to the needs of students. Inclusion is considered an essential principle, however, it is also recognized that certain students may benefit from specific approaches and additional support and its aim is to ensure that all students have access to an excellent education, regardless of their abilities or limitations (BORGES, 2015).

Inclusive Education is an educational perspective that seeks to ensure the inclusion, participation and success of all students, regardless of their individual particularities, special needs or differences, based on the principle that all students have the right to receive an excellent education within an inclusive environment, where they are respected and valued (BORGES, 2015).

According to Dainez and Smolka (2019), Inclusive Education seeks to eliminate the barriers that prevent students' access to education. This includes removing physical obstacles, such as access ramps and adapted restrooms, as well as ensuring that adequate resources and materials are available to all students. The active participation of all students is fundamental in Inclusive Education. This entails creating a welcoming and safe environment where students feel valued and encouraged to contribute their perspectives and experiences. In addition, it is necessary to ensure that students are included in all educational, social and cultural activities of the school (DAINEZ; SMOLKA, 2019).

Inclusive Education values and celebrates the diversity present in the classroom, recognizes that students have different abilities, interests, learning styles, and educational needs. It is important to adopt flexible, adaptable, and differentiated pedagogical approaches to meet the individual needs of each student.



Collaboration between educators, families, support professionals, and the community is key in inclusive education. This partnership aims to promote the involvement of all <sup>2</sup>stakeholders in educational decision-making, information sharing, and the creation of appropriate support strategies for students (DAINEZ; SMOLKA, 2019).

According to Dupin and Silva (2020), Special Education is an area of education that aims to meet the educational needs of people with disabilities, pervasive developmental disorders, and high abilities/giftedness. The objective is to promote the inclusion of these people in regular schools, providing them with adequate conditions for learning and development.

In view of this, multifunctional Resource Rooms are physical spaces within regular schools, specially equipped and organized to offer specialized care to students with disabilities or special educational needs. In these classrooms, students receive support, resources, and specific pedagogical strategies, according to their individual needs (DUPIN; SILVA, 2020).

In this way, Inclusive Education recognizes that some students may need additional support to reach their potential. This involves providing resources, strategies, and support services, such as assistive technology resources, supportive teachers, therapists, and specialized professionals. Support should be individualized and tailored to the specific needs of each student. Assessment in Inclusive Education must be flexible and comprehensive, taking into account different forms of expression and assessment of students' learning. It is important to consider different assessment formats, such as projects, oral presentations, portfolios, and other means that allow students to demonstrate their knowledge and skills in an authentic way (ZANATO; GIMENEZ, 2017).

The perspective of Inclusive Education seeks to transform schools into environments where diversity is valued, rights are respected, and all students have the opportunity to learn together, grow together, and reach their full potential (ZANATO; GIMENEZ, 2017).

## TOD: DEFINITIONS

ODD is a behavioral disorder that affects children and adolescents, ODD symptoms usually begin in childhood, between 3 and 8 years of age, and can persist into adolescence and adulthood. According to Cáceres and Santos (2018), ODD is more common in children and adolescents, usually manifesting before the age of eight.

The main characteristics of ODD include a frequent tendency to argue with adults, refuse to comply with rules and requests, defy and disobey orders, irritability and intense anger, vindictive behavior, resentment, and resistance to fulfilling tasks or responsibilities (CÁCERES; SANTOS, 2018).

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<sup>2</sup> Stakeholders are all people, companies or institutions that have some kind of interest in the management and results of a project or organization, influencing or being influenced.



It is of paramount importance to emphasize that ODD goes beyond the typical behavior of disobedience and rebellion observed in some children and adolescents. The disorder involves persistent and assiduous behaviors that cause significant difficulties in the child's daily life, negatively affecting their social relationships, academic performance, and emotional well-being (OLIVEIRA, 2021).

According to Serra Pinheiro et.al, ODD is characterized. (2004, p.273) as:

The global pattern of defiance and hostile behavior is characterized by a persistent tendency to disobey, challenge, and behave in an aggressive or disrespectful manner toward adults and other people around them. Individuals who exhibit this pattern often have difficulty accepting rules and boundaries, do not take responsibility for their inappropriate actions, and frequently deliberately harass others.

Children with ODD do not accept setbacks, which can lead to loss of control and aggressive behaviors. These children often blame others for their own mistakes or inappropriate behavior, and end up using the nuisance as a form of protection when they feel dissatisfied with the rules imposed on them.

As described by Kaplan (1997), the symptoms most often observed in children with ODD include: frequent arguments with adults, active refusal to obey requests and rules from authorities, deliberate disturbance of others, and often attributing responsibility for one's mistakes or misbehavior to others. This disorder is most commonly identified in childhood, as it is at this stage that the child has more contact with authority figures.

It is important for parents, caregivers, and educators to be aware of these signs and symptoms so that they can identify and seek appropriate professional help, as ODD can negatively impact a child's academic and social performance. Treatment may include behavioral therapy and specific educational interventions to help the child develop coping skills and cope more adaptively with setbacks and rules.

According to the authors mentioned above, Souza (2020, p.287) states that aggressiveness is the main evidence that oppositional behaviors are aggressive, since they cause emotional discomfort in the other and have the intention of aggressing. In this sense, a common way to show dissatisfaction with an imposed authority or something that goes against your momentary desires is through aggressiveness.

According to Tabora, Rodrigues and Rosa (2019, p.25):

Individuals with ODD often have a contradictory perception of their own behavior, which often differs from reality. They tend to claim that their defiant and opposing behaviors are a reaction to demands and events that are considered absurd, which are imposed on them.

According to the author, a child or adolescent with ODD will hardly understand that something he or she is doing is wrong, and will never assume responsibility for the act committed.

According to Kummer *et.al.* (2016), the causes of oppositional defiant disorder are complex and multifactorial. Scientific studies show that multiple risk factors are related to the onset of the disorder. These



factors are events, characteristics or processes that increase the chances of triggering the behavioral problem, and their development is probably related to a number of risk factors present in the child.

According to Mendes (2022), it is essential to take ODD into account far beyond acting defiantly or complying with tantrum behavior, as temporary oppositional behavior is a natural part of the child's personality development, making an accurate diagnosis crucial to avoid confusion. It is important to note that this disorder should not be confused with the normal phases that children go through during childhood. Therefore, an accurate medical diagnosis is essential for proper confirmation of ODD.

According to the author Mendes (2022, p. 272):

Initially, in any case of disorder and for each patient, the crucial first step is to conduct a thorough evaluation. This assessment aims to collect accurate and consistent data in order to fully understand the situation and establish a solid foundation. It is essential to know the person in question, their specific needs, their learning history, and their relationships with the surrounding environment.

Through this evaluation, it is possible to arrive at a detailed diagnosis, both in terms of visible features and functional aspects of the disorder. It is also important to consider possible differential diagnoses, ensuring that the therapeutic approach is the most appropriate and effective for the patient in question (MENDES, 2022).

It is worth mentioning that the evaluation is not limited only to the beginning of the psychotherapeutic follow-up process, but is a continuous process throughout the treatment. This allows mental health professionals to monitor the patient's progress over time and make appropriate adjustments to the treatment plan as needed. The focus on continuous assessment helps to ensure that therapy is tailored to the individual's changing needs, seeking the best possible outcome for their mental well-being (MENDES, 2022).

According to Santos, Silva and Alencar (2021, p. 443) Oppositional defiant disorder is a common behavioral condition among school-age children and can be defined as a persistent pattern of negativist, hostile, defiant, and disobedient behaviors observed in the child's social interactions with adults and authority figures in general, such as parents, uncles, grandparents, and teachers, and may also be present in their relationships with friends and schoolmates.

According to Oliveira (2021, p.10):

When Oppositional Defiant Disorder (ODD) is not adequately treated, there is a significant possibility that about 75% of cases will progress to Conduct Disorder. This risk is even higher in situations where symptoms began before the age of eight. Therefore, early diagnosis and appropriate treatment play a crucial role in preventing this progression to Conduct Disorder. It is essential to act as soon as possible to intervene in the symptoms and challenging behaviors, promoting healthy development and helping to avoid future complications.

According to the author, ODD becomes more evident in childhood, when the child comes into



contact with society, interacting with different people and facing the norms and rules imposed by the society in which he lives. When a child exhibits behavior considered unacceptable by society, they end up being shunned by other people, who fear being attacked or suffering some kind of offense. As a result, children with ODD face great difficulties in socializing with other individuals around them (OLIVEIRA, 2021). In the DSM-5, Oppositional Defiant Disorder (ODD) is recognized as a psychiatric diagnosis.

Rampinelli , Santos, and Baumgarten (2020) highlight the diagnostic criteria for ODD according to the DSM-5:

**A.** An irritable/angry mood, defiant, or vindictive behavior pattern that lasts for at least six months, manifesting itself by at least four of the following symptoms toward people who are not part of the family environment:

1. He often loses his temper.
2. He often argues with adults.
3. Often actively defies rules or refuses to comply with requests from adults.
4. He often deliberately disturbs others.
5. He often blames others for his mistakes or bad behavior.
6. It is often easily bothered by others.
7. He is often angry and resentful.
8. It is often malicious or vindictive.

**B.** Irritable mood/anger is exhibited during interaction with at least one person other than those in criterion A.

**C.** The individual's behavior described in criterion A causes functional impairment in at least two of the following contexts: social, academic, or occupational.

**D.** Problematic behavior is not solely attributable to a mood disruptive disorder, bipolar disorder, antisocial personality disorder, or psychotic disorder.

Behavioral disorder does not occur exclusively during the course of major depressive disorder or bipolar disorder (RAMPINELLI; SAINTS; BAUMGARTEN, 2020).

## ADAPTATIONS AND FLEXIBILITIES FOR CHILDREN WITH ODD

For children with ODD who have specific needs, it is important to seek adaptations and flexibilities so that they can have an inclusive and positive experience. The faculty has a great responsibility in the development of students, since they have the power of change, being able to provide, according to their attitudes, a positive or negative performance in the lives of students with ODD.





According to Oliveira *et al.* (2020), it is recommended to establish routines and boundaries for children with ODD, so that they can benefit from a consistent and predictable structure.

Additionally, it is critical to set clear boundaries on appropriate behavior and the consequences for inappropriate behavior. Establishing rules and expectations can help children understand what is expected of them in different situations and, at the same time, provide them with a sense of security and predictability (OLIVEIRA *et al.*, 2020).

These strategies can help manage the behavior of children with ODD, contributing to improving the family environment and facilitating the healthy and adequate development of these children. However, it is important to emphasize that each child is unique, and it is essential to adapt strategies according to their individual needs, as well as to consider the importance of adequate professional follow-up, such as psychotherapy or guidance from mental health specialists, to help both the child and the family cope with this disorder (OLIVEIRA *et al.*, 2020).

The author stresses again the relevance of strengthening positive behavior and recognizing the child's appropriate attitudes. Suggesting the use of praise, stickers, reward tables, or other reinforcement systems to encourage positive behaviors, such as following instructions or dealing with anger (OLIVEIRA *et al.*, 2020).

According to Araújo and Araújo (2017), the use of affective communication strategies is recommended when dealing with children with ODD. These children may face difficulties in expressing their emotions and needs appropriately. Therefore, it is essential to assist them in the development of affective communication skills, teaching them to express their feelings in an appropriate way and offering healthy alternatives to deal with frustration or anger.

The authors also emphasize the importance of teaching problem-solving skills, helping the child develop the ability to face challenges constructively. This includes teaching them how to identify the problems, consider alternatives, assess the consequences, and make appropriate decisions. By acquiring these skills, children with ODD can better cope with challenging situations and reduce the tendency to challenging behaviors (ARAÚJO; ARAÚJO, 2017).

It is also of utmost importance to offer emotional and social support to children with ODD. They may often face feelings of frustration, anger, and isolation. Therefore, it is crucial to provide a welcoming and emotionally supportive environment, in which the child feels safe to express his or her emotions (ARAÚJO; ARAÚJO, 2017).

According to Araújo and Araújo (2017), promoting positive social interaction is equally fundamental. This can be achieved by encouraging recreational activities that encourage the child's active participation while also providing opportunities to socialize with other children. These activities can range from group games to sports or other collaborative activities.



In establishing this environment of emotional and social support, the adults involved, such as parents, teachers, and caregivers, must demonstrate empathy, understanding, and patience. This helps children with ODD to better cope with their emotions and behaviors, as well as encouraging them to develop appropriate social skills to interact with others in a positive way (ARAÚJO; ARAÚJO, 2017).

It is important to adapt emotional and social support strategies to the individual needs of each child. This can be done through close observation and active listening, to identify which approaches are most effective in helping them cope with their emotions and develop healthy social relationships (ARAÚJO; ARAÚJO, 2017).

According to Varela (2022), it is also important to collaborate with the school, maintain good, open and regular communication with the child's school, share information about ODD, and discuss strategies that can be implemented in the classroom to help the child succeed academically and socially.

Another important point, according to Varela's (2022) research, is to consider the relevance of behavioral therapeutic approaches, such as cognitive-behavioral therapy (CBT) that aims to identify dysfunctional, evidence-based thought and behavior modification that has been effective in the treatment of a wide range of disorders or the <sup>3</sup>play therapy, in the treatment of children with ODD. These approaches have been shown to be helpful in helping children develop coping skills, enhance emotional regulation, and learn effective coping strategies.

By employing cognitive-behavioral therapy, the child is guided by a qualified professional to identify and modify negative thought patterns and dysfunctional behaviors, which can significantly contribute to the reduction of ODD symptoms and the promotion of better social and emotional adaptation (VARELA, 2022).

According to Varela (2022), play therapy allows children to express themselves in a playful and symbolic way, which can facilitate the understanding of their emotions and behaviors, as well as help them find more appropriate ways to deal with their difficulties. Therefore, by integrating these therapeutic approaches to the treatment of Oppositional Defiant Disorder in children, it is possible to offer adequate support for the development of essential skills, making the therapeutic process more effective and beneficial for the child's well-being.

## STRATEGIES THAT STIMULATE THE INTEREST OF CHILDREN WITH ODD IN THE PROPOSED ACTIVITIES

Stimulating the interest of the child with ODD in the proposed activities can be a challenge, as ODD is characterized by negative and challenging behavioral patterns. However, with appropriate strategies, it is possible to arouse the interest and involvement of these children in the activities, promoting their

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<sup>3</sup> Play therapy is a therapeutic approach that uses play and games as a way for children, adolescents and adults to express their feelings, solve problems and favors social-emotional development.



development and well-being.

According to Faria and Camargo (2018), a pedagogical strategy is an action plan or systematized approach used by educators to facilitate the teaching and learning process. These strategies are designed to engage and motivate learners, make content more accessible, and promote the development of skills and competencies (FARIA; CAMARGO, 2018).

Pedagogical strategies can vary widely according to the teaching objectives, the profile of the students, the educational context and the subjects involved. They may include teaching methods, assessment techniques, educational resources, classroom dynamics, individualized teaching approaches, among others (FARIA; CAMARGO, 2018).

An effective pedagogical strategy should be based on the needs and characteristics of students, promoting active participation, reflection, knowledge building, and the development of skills such as critical thinking, creativity, collaboration, and problem-solving. In addition, pedagogical strategies must be flexible and adaptable, taking into account individual differences and creating an inclusive learning environment (BARBOSA *et.al.*, 2020).

According to Barbosa's research, *et.al.* (2020), pedagogical strategies are fundamental for the success of the school development of children with ODD. With professionals committed to developing tools for the adaptation of this child, it will be of great value for a new story in the life of this child with Disorder.

According to Santiago and Santos (2015, p.485):

It is essential to emphasize the importance of the pedagogical team in developing strategies that address fragility in the school with dynamism. The education provided by the school plays a crucial role in the lives of individuals, and if a student maintains fragile behaviors, it can negatively affect their educational background.

As Santiago and Santos (2015) pointed out, it is important to think of strategies that can reduce the fragility of children with ODD at school, so that their education is not affected. And in order for this not to happen, it is necessary that the child is included in all the proposed activities (SANTIAGO; SANTOS, 2015).

According to Relvas (2023), in the neuropsychological process of the act of learning, attention, memory, and executive functions play a higher role, as well as attentional disorders and cortical functions of perception, planning, organization, and behavioral inhibition, on the other hand, memory is essential in all learning processes and its disorders do not allow information to be retained (RELVAS, 2023).

An effective pedagogical practice are tools for working with children with Oppositional Defiant Disorder (ODD) using memorization games. This approach is beneficial, as games are able to hold children's attention, stimulate reasoning, and encourage them to think more actively. These characteristics are especially important for children with ODD, who may have difficulties concentrating and engaging in more



traditional learning activities (RELVAS, 2023).

To deal with students with Oppositional Defiant Disorder (ODD) in the classroom in elementary school, it is important to adopt an approach that promotes understanding, cooperation, and appropriate behavior management, thus, Silva (2017) highlights some, namely:

**1. Get to know the student:** It is critical to understand the specific characteristics and needs of the student with ODD. Talk to parents, healthcare providers, and education staff to get relevant information about the student, such as their triggers of challenging behavior, strategies that work, and other important considerations.

**2. Individualized support:** Offer individualized support to the student with ODD, both academically and emotionally. Tailoring the curriculum to their specific needs and providing clear and concise instructions can help keep them engaged and reduce frustration.

**3. Multidisciplinary support:** Work closely with school staff, such as psychologists, counselors, and special education specialists. They can provide additional guidance, personalized strategies, and specific resources for students with ODD.

**4. Appropriate Behavior Modeling:** Exemplify and teach appropriate behaviors through modeling. Demonstrate how to act in different situations and provide opportunities for the student to practice these skills.

However, the author points out that each student is unique, so it is important to adapt methodologies according to individual needs and seek support from specialized professionals, such as psychologists, pedagogues and occupational therapists.

## RESULTS AND DISCUSSIONS

Based on the research carried out, 10 studies on the subject were found, which will be discussed below. The files were chosen because of the need to seek information from reliable and up-to-date sources to ensure a proper and accurate understanding of ODD.

Chart 1 – Studies found on the subject

AUTHOR	OBJECTIVE	METHODOLOGY	RESULTS/CONCLUSION
Araújo and Araújo, 2017	Bring to light the process of inclusion of the individual with this disorder in physical education classes.	Research – action	As a result of this work, it is possible to emphasize the need for methodological proposals for pedagogical work with children with this disorder, where each child is unique. Therefore, teachers must observe what activities the child enjoys performing within the school context, so that the subject's social and cultural context will be valued and biological characteristics will be left in the background.
Mendes,	To explore and understand	Quantitative	It is concluded that the child has peculiar

2022	the teacher's pedagogical practices for the development of children with Oppositional Defiant Disorder in the school environment.	Research/Semi-Structured Interviews	characteristics and that the school and the teachers play an important role in offering a space for play associated with learning situations that are meaningful, contributing in a pleasant and healthy way to the student's development.
Menezes, Meneses, Silva, 2022	Reflect on ODD - Oppositional Defiant Disorder and how to deal with the challenges of literacy, analyzing how to do quality work with students who have this disorder	Bibliographic Research	The literacy process of students with ODD is a challenge for teachers, as it is very difficult to hold the attention of this student at the moment when the content in class is explained due to the difficulty of concentration of this student because of the agitation.
Silva, Silva and Oliveira, 2021	To bring the experience of a teacher in the context of the classroom of the Early Years, in a public school, located on the outskirts of the city of Rio Grande/RS, during the year 2019.	Field study/narrative.	This writing brings problematizations related to planning, based on the reflection of the role of the teacher, who sometimes needs to have a sensitive look at each student and so that the actions in the classroom include everyone as subjects of their learning process.
Utzig <i>et.al.</i> , 2023	OBJECTIVE: To investigate the educational strategies used in the teaching-learning process of students with ODD in the school environment of municipal public schools in Uruguaiana/RS	Case/qualitative and exploratory research	The study generated informative data about ODD for the municipality, thus contributing significantly to the understanding of pedagogical strategies, enhancing the teaching-learning process of students diagnosed with ODD at school
Mendes <i>et.al.</i> , 2021	Discuss how toy libraries in schools can help children and/or adolescents with Oppositional Defiant Disorder (ODD),	Literature search/narrative review	Based on the verified materials, it was possible to identify that children and/or adolescents who have ODD can benefit from the environment of toy libraries, especially in terms of social inclusion, in addition to presenting significant improvements in their behaviors through play and playful activities that can be developed in these spaces.
Silva, 2017	Reflect on oppositional defiant disorder and how to face it in the day-to-day life of the school, seeking to do significant work with students affected by this behavior so that they can move forward in their learning process and improve their relationship with their parents, teachers and classmates.	Bibliographic research	ODD affects children and adolescents. There are possible causes and factors, but research on ODD needs to be deepened to provide better answers. Classroom work is practically ineffective if there is no multidisciplinary team that does its specific work in which the teacher is one of the professionals involved.
Cáceres e Santos 2018	Provide educators who work with these students with subsidies, information, even if initially minimal, that will help them in their work and especially those who work in Portuguese, a discipline based on norms and rules, point out mechanisms that will help the student's learning and their interaction in the	Bibliographic research	Seeking information about this disorder is essential for teachers in general, especially those of the Portuguese language, since the discipline itself is based on rules and norms that are also conflicting to those with this disorder.

	classroom.		
Souza, 2020	To analyze the difficulties faced by elementary school students with Oppositional Defiant Disorder in the teaching-learning process.	Bibliographic research	It was concluded that children with this disorder may present different behavior and learning in certain subjects
Araújo, 2023	Investigate the monitors' attendance to students with SEN, which has been highly valued in recent years	Bibliographic research	As a result, it was possible to perceive that all monitors who work in a Multifunctional Resource room have general training in inclusion, however, there is still a need for specific training that meets the specificities of each student and their disability or disorder

In view of the studies carried out with a student with ODD by Araújo and Araújo (2017), it is important to say that this research brought a broad reflection on the difficulties of school inclusion of children with ODD and contributed to overcoming the challenges of inclusion in the school physical sphere. In addition, the authors emphasize the need for systematized proposals for educational work with children with ODD, in which each child can be considered as a unique subject, unique in its socio-historical constitution. Therefore, understanding that one must respect and learn to provide better ways to teach children with ODD in physical education classes.

The research by Mendes (2022) presented the challenges and pedagogical practices of teachers with ODD students in the first years of elementary school, with the aim of analyzing the pedagogical routines of teachers in the learning process of these students. Because of this, it was agreed that in addition to pedagogical knowledge, it is important for educators to seek professional improvement in order to prepare in practice and maintain the quality of the student's teaching and learning, including knowing how to deal with difficult situations such as global developmental disorders and/or their own disorder mentioned here, ODD (MENDES, 2022).

As seen in the studies by Menezes, Meneses and Silva (2022), despite affecting part of children and adolescents, little is said about this disorder and it has an impact on school work and that through little information about the disorder the child is unable to develop their social relationships. Thus, the authors conclude that the school must be prepared to work with students with ODD, and not just insert it in the classroom, as it is a right guaranteed by law, it needs to instruct its employees to make a quality adjustment of the student with ODD, always offering safety and respecting their limits. In addition, the school must first become aware of the disorder and seek new educational methods to make students with ODD develop in the same way in the classroom, and they must also provide ways to promote friendship, respect for differences, and camaraderie.

Silva, Silva and Oliveira (2021) emphasize the importance of planning in the face of challenges such as this, in which the student is the main subject and from which activities can be developed. In view of this, it is necessary to make a plan and it must prioritize the potential of each student so that he develops according to his possibilities, making him a socially participatory subject. In addition, the importance of the resource



room as a support for teachers who face the challenge of inclusion was reaffirmed in their studies. The professionals who work in this area, in addition to contributing with their experience, also offer pedagogical material, their own physical space and professional help on duty, all these actions that make a difference in the school for the teacher and especially for the student.

Utzig's research *et.al.* (2023), analyzed the conception and pedagogical strategies of teaching and learning used by teachers in the first years of elementary school, thus, it can be verified in terms of the professional trajectory in the education of children with SEN, the basis emerges mainly from the pedagogical practice and daily experiences of teachers, as initial training is fragile and generalist with little information about school work that contemplates various disorders. In view of this, the teachers' perception of ODD emphasizes the diagnostic characteristics of the students and the behaviors presented by individuals with this disorder, in addition, it was observed that the teachers are unaware or have little knowledge about the pathology of this disorder, as well as the diagnosis and interventions related to ODD. In this sense, it reflects the need for teachers to deepen their technical-scientific knowledge about ODD, in order to seek alternative solutions to the learning and behavior problems of children with this disorder and, thus, to be able to practice a task that enhances the learning development of competencies and skills of these subjects, promoting better school performance (Utzig *et.al.*, 2023).

Silva (2017) highlights in his studies that the school must know, work and offer new pedagogical approaches so that all those involved in the teaching-learning process feel responsible for them, not just the spectators. In addition, the school should provide opportunities for good affective relationships in the school community, encouraging friendship, companionship, respect for differences, belonging to the group and self-knowledge that help these students to insert themselves more and more fully into the world.

According to Cáceres and Santos (2018), when talking about ODD, more specifically, among the many disorders experienced by educators, it should be borne in mind that this specific disorder must be "discovered" as soon as possible, so that the individual who does not have a good experience, who does not learn, who attacks, who does not respect, among other characteristics, They can see their life "normalized", since specific medical treatments, therapies and medications can help them in this task of learning and socializing.

For the authors, teachers, both in Portuguese and other disciplines, should seek to learn about disorders as a form of learning, without wanting to make diagnoses, as this is the responsibility of physicians and other health professionals. In order to conduct teaching more efficiently, so that all students under his guidance are helped at that moment. Also, what should be taken into account is that when it is perceived that "something is wrong" either by the student's behavior, by the lack of interest, by the violence or by the apathy that he shows, an investigation should be carried out by a multidisciplinary team to indicate what the student really has and what is the best way to interact with him. what is the best form of learning that he



can build, alone and with the help of the teacher (CÁCERES; SANTOS, 2018).

The author Souza (2020), presents in her studies that when families and teachers are attended to and with advice from health professionals, such as psychologists, psychiatrists, and therapists, the knowledge generated from strategies to better deal with negative behavior is invaluable during the periods of nervousness that children occasionally present. However, without this control and guidance, you may lose control because you don't know how to act in certain situations. In light of this, these recommendations are available in lectures, group sessions, professional development courses, events, and more.

Collaborating with the studies above, Araújo (2023), highlights in his research that working with students with special needs requires planning and training on the part of the professional who works directly in the multifunctional resource room, it is these sets of activities and strategies that make the entire process of accessibility and effective inclusion occur.

## **FINAL THOUGHTS**

At the conclusion of this work on the TOD, it is observed that the proposed objectives were satisfactorily achieved. Initially, we sought to understand the nature of ODD and its incidence in the population, which was addressed through bibliographic research and analysis of updated statistics. Throughout the research carried out, the importance of an early and accurate diagnosis of ODD has been verified, as this allows the development of appropriate intervention and support strategies for students. Thus, it is necessary for teachers and health professionals to work together, using validated assessment instruments and systematic observations, to identify these challenging behaviors.

It is critical for educators to be aware of the symptoms and characteristics of ODD in order to avoid stigmatization and promote an inclusive and welcoming learning environment. Therefore, effective management strategies should be implemented, such as the establishment of clear rules, the use of positive reinforcement, conflict mediation, and the promotion of emotional self-regulation. Additionally, it is important to recognize that each student is unique and may respond differently to intervention strategies. Therefore, individualized support tailored to the specific needs of each child with ODD is essential to maximize their academic and social potential.

Finally, the work also set out to raise awareness and demystify the condition, reducing the stigma surrounding oppositional disorder and promoting empathy and understanding. With the dissemination of accurate and well-founded information, it is hoped that knowledge about oppositional disorder will be disseminated, favoring a better coexistence and inclusion of affected individuals. Thus, it is hoped that this study will contribute to the dissemination of knowledge about oppositional disorder and, consequently, to the improvement of the care and support offered to people living with this condition.





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