

**‘Specialization in ICTs and Special Education: Psychopedagogy  
of Integration’ Postgraduate Program  
DEMOCRITUS UNIVERSITY OF THRACE Department of Greek  
Philology in collaboration with  
NCSR DEMOKRITOS Informatics and Telecommunications  
Institute**

**INTERVENTION METHODS FOR CHILDREN WITH  
OPPOSITIONAL DEFIANT DISORDER**

KOKA IOANNA

POSTGRADUATE  
THESIS

Athens  
2020

## **ABSTRACT**

The present work examines the treatment of the negative symptoms of the Enemy Provocative Disorder that the students of the Primary school show, through appropriate educational intervention programs. First, some general facts about EPD are reported, such as its definition and the most common forms of treatment for the disorder. The following are the main points from interesting articles in the modern international literature on the intervention methods that can be applied in the Primary school environment. At the end of the work, the conclusions of the literature review are presented, as well as corresponding proposals for the utilization of similar programs by the Greek educational system.

***DBD, Treatment, Prevention, Early Intervention, Primary School Based Intervention Programs, Strategies for Teachers, Computer Aided Intervention, Alternative Approaches***

## References

American Psychiatric Association (2000). *Diagnostic and Statistical Manual of Mental Disorders. 4th ed. Text Revision (DSM-IV-TR)*. American Psychiatric Association. Washington DC. 2000.

American Psychiatric Association (2013). *Diagnostic and Statistical Manual of Mental Disorders. 4th ed. Text Revision (DSM-V)*. American Psychiatric Association. Washington DC. 2013.

BAAT. (2016). What is art therapy? Retrieved May 9, 2020 from <http://www.baat.org/About-Art-Therapy>

Boxmeyer, C., Gilpin, A., DeCaro, J., Lochman, J., Qu, L., Mitchell, Q., & Snead, S. (2015). Power PATH: Integrated two-generation social emotional intervention for Head Start preschoolers and their parents. Online paper collection of the *Association for Public Policy Analysis and Management's 37th Annual Fall Research Conference: The Golden Age of Evidence-Based Policy*. Retrieved from <https://appam.confex.com/appam/2015/webprogram/Paper12784.html>

Boxmeyer, C., Miller, S., Lochman, J., Powell, N., Romero, D., Jones, S., & Rowe, J. (April, 2016). *Mindful Coping Power: An integrated mindfulness, yoga, and cognitive-behavioral preventive intervention for at-risk aggressive children and their parents*. Poster presentation at the 17th Annual Rural Health Conference, Complementary and Integrative Medicine: A Whole Person Approach to Healthcare. Tuscaloosa, Alabama.

Boxmeyer, C.L., Powell, N.P., Mitchell, Q., Romero, D., Powe, C.E. & Dillonpp, C. (2017.) Psychosocial Treatment and Prevention in Middle Childhood and Early Adolescence. In Lochman, J.E. & Matthys, W. (Eds.), *The Wiley Handbook of Disruptive and Impulse-Control Disorders*. 451-466. WILEY Blackwell.

DOI:10.1002/9781119092254.ch27

Burke JD, Loeber R, Birmaher B (2002). Oppositional defiant and conduct disorder: a review of the past 10 years, part II. *Journal of the American Academy of Child and Adolescent Psychiatry*, 41, 1275-1293.

Comer, J. S., Chow, C., Chan, P. T., Cooper-Vince, C., & Wilson, L. A. (2013). Psychosocial treatment efficacy for disruptive behavior problems in very young children: A meta-analytic examination. *Journal of the American Academy of Child and Adolescent Psychiatry*, 52, 26–36.

Comer, J. S., Olfson, M., & Mojtabai, R. (2010). National trends in child and adolescent psychotropic polypharmacy in office-based practice, 1996–2007. *Journal of the American Academy of Child and Adolescent Psychiatry*, 49, 1001–1010.

Conduct Problems Prevention Research Group. (2010). The effects of a multiyear universal social emotional learning program: The role of student and school characteristics. *Journal of Consulting and Continuing Psychology*, 78(2), 156–168.

Conduct Problems Prevention Research Group. (2011). The effects of the Fast Track preventive intervention on the development of conduct disorder across childhood. *Child Development*, 82, 331–345.

Connor DF (2002). *Aggression and Antisocial Behavior in Children and Adolescents: Research and Treatment*. NewYork: The Guilford Press.

Cornacchio, D., Bry, L.J., Sanchez, A.L., Poznanski, B., & Comer, J.S. (2017). Psychosocial Treatment and Prevention of Conduct Problems in Early Childhood. In Lochman, J.E. & Matthys, W. (Eds.), *The Wiley Handbook of Disruptive and Impulse-Control Disorders*. 433-449. WILEY Blackwell.

DOI:10.1002/9781119092254

Cornacchio, D., Bry, L.J., Sanchez, A.L., Poznanski, B., & Comer, J.S. (2017). Psychosocial Treatment and Prevention of Conduct Problems in Early Childhood. In Lochman, J.E. & Matthys, W. (Eds.), *The Wiley Handbook of Disruptive and Impulse-Control Disorders*. 433-449. WILEY Blackwell.

DOI:10.1002/9781119092254

Crean, H. F., & Johnson, D. B. (2013). Promoting Alternative THinking Strategies (PATHS) and elementary school aged children's aggression: Results from a cluster randomized trial. *American Journal of Community Psychology*, 52, 56–72.

Danforth, J. S. (2016). A flow chart of behavior management strategies for families of children with co-occurring attention-deficit hyperactivity disorder and conduct problem behavior. *Behavior Analysis in Practice*, 9, 64–76.

Dodge, K. A., Bierman, K. L., Coie, J. D., Greenberg, M. T., Lochman, J. E., McMahon, R.J., . . . Conduct Problems Prevention Research Group (2015). Impact of early intervention on psychopathology, crime, and well-being at age 25. *American Journal of Psychiatry*, 172, 59–70.

Goertz-Dorten, A., Groth, M., Detering, K., Hellmann, A., Stadler, L., Petri, B., & Doepfner, M.(2019). Efficacy of an Individualized Computer-Assisted Social Competence Training Program for Children With Oppositional Defiant Disorders/Conduct Disorders . *Frontiers in Psychiatry*, 10, 2019, 682-693.  
<https://www.frontiersin.org/article/10.3389/fpsyt.2019.00682>

DOI: 10.3389/fpsyt.2019.00682

Greene, R., & Winkler, J. (2019). Collaborative & Proactive Solutions (CPS): A Review of Research Findings in Families, Schools, and Treatment Facilities. *Clin Child Fam Psychol Rev*, 22, 549–561.

<https://doi.org/10.1007/s10567-019-00295-z>

DOI: <https://doi.org/10.1007/s10567-019-00295-z>

Greene, R.W., & Wilmot, W. (2018). Structural changes that support Collaborative & Proactive Solutions in schools. Under review.

Greene, R.W., & Winkler, J (2018). Transforming discipline practices: Collaborative & Proactive Solutions in five schools. Under review.

Hammel, A., & Hourigan, R. (2011). *Teaching music to students with special needs: A label-free approach*. New York, NY: Oxford University Press.

Hayes, S. C., & Hoffman, S. G. (2017). The third wave of cognitive behavioral therapy and the rise of process-based care. *World Psychiatry*, 16(3), 245–246.

Hazell, P. (2010). Review of attention-deficit/hyperactivity disorder comorbid with oppositional defiant disorder. *Australasian Psychiatry: Bulletin of Royal Australian and New Zealand College of Psychiatrists*, 18, 556–559.

Herman, K. C., Reinke, W. M., Bradshaw, C. P., Lochman, J. E., Boxmeyer, C. L., Powell, N. P., . . . Ialongo, N. (2012). Integrating the Family Check-Up and the Parent Coping Power program. *Advances in School Mental Health Promotion*, 5, 208–219.

Jones, S.H. (2018). Oppositional Defiant Disorder: An Overview and Strategies for Educators. *General Music Today*, 31(2).

DOI: 10.1177/1048371317708326

Katzmann, J., Goertz-Dorten, A., Hautmann, C., & Doepfner, M. (2019). Social skills training and play group intervention for children with oppositional defiant disorders/conduct disorder: Mediating mechanisms in a head-to-head comparison, *Psychotherapy Research*, 29(6), 784-798.

DOI: 10.1080/10503307.2018.1425559

Kellam, S. G., Mackenzie, A. C. L., Brown, C. H., Poduska, J. M., Wang, W., Petras, H., & Wilcox, H. C. (2011). The Good Behavior Game and the future of prevention and treatment. *Addiction Science & Clinical Practice, 6*(1), 73–84.

Lewis, K. M., Schure, M. B., Bavarian, N., DuBois, D. L., Day, J., Ji, P., . . . Flay, B. R. (2013). Problem behavior and urban, low-income youth: A randomized controlled trial of Positive Action in Chicago. *American Journal of Preventive Medicine, 44*(6), 622–630.

Lochman, J. E., Baden, R. E., Boxmeyer, C. L., Powell, N. P., Qu, L., Salekin, K. L., & Windle, M. (2014). Does a booster intervention augment the preventive effects of an abbreviated version of the Coping Power Program for aggressive children? *Journal of Abnormal Child Psychology, 42*, 367–381.

Lochman, J. E., Bradshaw, C. P., Powell, N., Debnam, K., Pas, E., & Ialongo, N. (June, 2016). Can indicated prevention work for conduct problem middle school adolescents? Preliminary findings for the Early Adolescent Coping Power Program (CP-EA). Oral presentation at the *Society for Prevention Research 24th Annual Meeting: Using Prevention Science to Promote Health Equity and Improve Well-being*. San Francisco, California.

Lochman, J. E., Dishion, T. J., Powell, N. P., Boxmeyer, C. L., Qu, L., & Sallee, M. (2015). Evidencebased preventive intervention for preadolescent aggressive children: One-year outcomes following randomization to group versus individual delivery. *Journal of Consulting and Clinical Psychology, 83*, 728–735.

Lochman, J. E., Powell, N. P., Boxmeyer, C. L., Kelly, M., & Dillon, C. (2013). Anger management in schools: The Coping Power program for children and early adolescents. In E. Fernandez (Ed.), *Treatments for anger in specific populations: Theory, application, and outcome* (pp. 176–196). New York, NY: Oxford University Press.

Lochman, J. E., Powell, N., Boxmeyer, C., Andrade, B., Stromeyer, S. L., & Jimenez-Camargo, L. A. (2012). Adaptations to the coping power program's structure, delivery settings, and clinician training. *Psychotherapy, 49*(2), 135–142.

Loeber R, Burke JD, Lahey BB, Winters A, Zera M (2000). Oppositional defiant and conduct disorder: a review of the past 10 years, part I. *J Am Acad Child Adolesc Psychiatry 39*:1468-1484.

McDonald, A., & Drey, N. St.J. (2018) Primary-school-based art therapy: a review of controlled studies, *International Journal of Art Therapy, 23*(1), 33-44, DOI: 10.1080/17454832.2017.1338741

<https://doi.org/10.1080/17454832.2017.1338741>

Menting, A. T. A., Orobio de Castro, B., & Matthys, W. (2013). Effectiveness of the Incredible Years parent training to modify disruptive and prosocial child behavior: A meta-analytic review. *Clinical Psychology Review, 33*, 901–913.

Menting, A. T. A., Orobio de Castro, B., Wijngaards-de Meij, L. D. N. V., & Matthys, W. (2014). A trial of parent training for mothers being released from incarceration and their children. *Journal of Clinical Child and Adolescent Psychology, 43*, 381–396.

Οδηγός Εξατομικευμένου Προγράμματος (ΕΕΠ) για μαθητές με Προβλήματα Συμπεριφοράς, Ινστιτούτο Εκπαιδευτικής Πολιτικής (ΙΕΠ, 2016). <http://prosvasimo.iep.edu.gr/el/odhgoi-gia-sdey-eeday-eeep> Τελευταία ανάκτηση στις 19/5/2020.

Olfson, M., Crystal, S., Huang, C., & Gerhard, T. (2010). Trends in antipsychotic drug use by very young, privately insured children. *Journal of the American Academy of Child and Adolescent Psychiatry, 49*, 13–23.



Riley, M., Ahmed, S., & Locke, A. (2016). Common questions about oppositional defiant disorder. *American Family Physician, 98*, 586–591.

Rodrigues, J.M.S.M., Mestre, M.I.C.P., Matos, L.V., & Machado, J.P. (2019). Effects of taijiquan and qigong practice over behavioural disorders in school-age children: A pilot study. *Journal of Bodywork and Movement Therapies, 23*(1), 11-15. <https://doi.org/10.1016/j.jbmt.2018.01.019>. (<http://www.sciencedirect.com/science/article/pii/S1360859218300718>)

Schonfeld, D. J., Adams, R. E., Fredstrom, B. K., Weissberg, R. P., Gilman, R., Voyce, C., . . . Speese-Linehan, D. (2014). Cluster-randomized trial demonstrating impact on academic achievement of elementary social-emotional learning. *School Psychology Quarterly, 30*(3), 406–420.

Snyder, F. J., Vuchinich, S., Acock, A., Washburn, I. J., & Flay, B. R. (2012). Improving elementary school quality through the use of a social-emotional and character development program: A matched-pair, cluster-randomized control trial in Hawai'i. *Journal of School Health, 82*, 11–20.

Solomon, B. G., Klein, S. A., Hintze, J. M., Cressey, J. M., & Peller, S. L. (2012). A meta-analysis of school-wide positive behavior support: An exploratory study using single-case synthesis. *Psychology in the Schools, 49*(2), 105–121.

Uttley, L., Scope, A., Stevenson, M., Rawdin, A., Taylor Buck, E., Sutton, A.,...Wood, C. (2015). Systematic review and economic modelling of the clinical effectiveness and cost-effectiveness of art therapy among people with non-psychotic mental health disorders. *Health Technology Assessment, 19*(18), 1–120. <http://doi.org/10.3310/hta19180>

Veenman, B., Luman, M., & Oosterlaan, J. (2018). Efficacy of behavioral classroom programs in primary school: A meta-analysis focusing on randomized controlled trials. *PLOS ONE*, 13(10): e0201779. <https://doi.org/10.1371/journal.pone.0201779>

Webster-Stratton, C. (2011). *The Incredible Years: Parents, teachers, and children's training series*. Seattle, WA: The Incredible Years.

Webster-Stratton, C., & Reid, M. J. (2010). A School–Family Partnership: Addressing Multiple Risk Factors to Improve School Readiness and Prevent Conduct Problems in Young Children. In S. L. Christenson & A. L. Reschly (Eds.), *Handbook on school-family partnerships for promoting student competence*. Pp. 204-227. Seattle, WA: Routledge/Taylor and Francis.

Wilson, S. J., & Lipsey, M. W. (2007). School-based interventions for aggressive and disruptive behavior: update of a met-analysis. *American Journal of preventive medicine*, 33(2 Suppl), S130-S143