

**‘Specialization in ICTs and Special Education: Psychopedagogy of Integration’
Postgraduate Program
DEMOCRITUS UNIVERSITY OF THRACE Department of Greek Philology
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**STRATEGIES AND ATTITUDES OF PRIMARY EDUCATION TEACHERS
TOWARDS TEACHING OPPOSITIONAL - DEFIANT DISORDER STUDENTS**

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ABSTRACT

Background: Oppositional-defiant Disorder (ODD) is described by negativism, disobedience and oppositional behavior. Its manifestations include quarrelling, outbursts, teasing the others, blaming them for personal mistakes, irritability, anger and tenacity. In modern education, it is essential for the teacher to tackle the impact of learning and developmental disorders.

Aim: This study aimed to investigate the attitudes of general education teachers towards teaching students with ODD.

Methods: The research questions of the study were the following: A) Which is the attitude of Primary Education teachers towards teaching students with ODD? B) Which strategies are adopted by Primary Education Teachers to teach students with ODD? This study was based on the qualitative approach, using a semi-structured interview in a sample of 10 Primary Education teachers with previous experience in teaching ODD students. Thematic analysis was used for the data process.

Results: The analysis of the data lead to 7 different themes entitled 1) The role of general education teacher in the identification of ODD 2) The negative emotional response of teachers towards ODD 3) The multiple obstacles and the necessity to encounter them in order to improve the teaching of ODD students 4) The cooperation between parents and teachers as a vital parameter in the success of interventions on ODD students 5) Teaching more than 1 ODD students as a stressful challenge 6) The need for the teachers to be qualified in teaching ODD students 7) The heterogeneity of teachers towards the necessity of individualized teaching in ODD students.

Conclusions: Based on the research questions, the findings of the present study can be grouped as follows: A) General education teachers of the present study have negative feelings towards teaching ODD students, especially concerning teaching more than 1 ODD student in the same class. This negative attitude regards an emotional response, not maladaptive practices while interacting with the students. B) The participants aim to the inclusion of ODD students in the general class. These strategies focus on tackling social exclusion and deviant behaviors, not necessarily on teaching practices. Yet, there are divergent opinions between the teachers of the study regarding if teaching should be individualized or not. Implementing relevant interventions should be carried out with

the cooperation of parents and in line with students' interactions with the others in the classroom.

Key-words: attitudes, education, oppositional-defiant disorder, strategies, teaching

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