

Case study 4

Disruptive behaviour disorder (DBD) is a type of mental health condition that is characterized by persistent patterns of disruptive, defiant, or aggressive behaviour that often violates the rights of others. It includes two main types: Oppositional Defiant Disorder (ODD) and Conduct Disorder (CD). DBD can significantly impair a person's social and academic functioning, and it often requires treatment, which may include therapy, medication, or a combination of both.

- **Description:** Jane is a 10-year-old girl in 5th grade. She was referred to the school counsellor due to her persistent misbehaviour in class. Jane has been struggling with following class rules and is defiant towards teachers and classmates. Despite repeated interventions, Jane's behaviour has not improved, and her parents have expressed concerns about her future academic success and social interactions.
- **Keywords:** misbehaviour/interventions/defiance

Needs-solutions action plan

Positive behaviour management strategies

Strategy	Pupils' response
Choice	Gives pupils some control over the situation; is less likely to initiate point-blank refusal.
Take-up time	Allows pupils not to lose face. Watching and waiting is, in a way, issuing a challenge. We need to be clear about expectations.
Partial agreement	Yes, you may have been talking about your work but I would like you to...'
When-then direction	This is trying to avoid the negative - 'No you cannot go out because you have not finished your work' becomes 'When you have finished your work, then you can go out'.
Privately understood signals	For drawing the class together or monitoring the noise level. Build in sharing times. Reflect upon intervention in terms of teaching and learning as against control intervention.
Tactical ignoring	May be appropriate for attention-seeking behaviour. This could

	be an example of secondary behaviour so try to focus on the primary behaviour by concentrating on the pupil and not the behaviour. Ignore the 'target' pupil but praise the nearby pupil. If the target pupil changes their behaviour, praise them.
Redirect behaviour	By reminding the pupils what they should be doing and trying to avoid getting involved in discussions about what the pupils are doing wrong. It may be possible to focus their attention on the required task.
Consequences and sanctions	These should be thought out in line with school policy, and be implemented clearly and consistently.
Deferred consequences	When a pupil misbehaves, stating that you will deal with the issue later removes the 'audience', i.e.the rest of the class who are watching the drama unfold, and also avoids a possible confrontation. Dealing with a pupil in a one-to-one situation is more likely to have a positive outcome.
Links for more information: http://www.teachernet.gov.uk/teachinginengland/index.cfm	