

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

Tool 1 for Disruptive behaviour disorder

1. **Title:** Parent/Teacher DBD Rating Scale (printable PDF sheet)
2. **Using this tool, you can** determine if a child meets the symptom criteria for DSM IV diagnoses of Attention-Deficit/Hyperactivity Disorder, Oppositional Defiant Disorder, or Conduct Disorder as measured by the DBD Parent/Teacher Rating Scale
3. **Instructions / Methodology / Recommendations on how to use the tool:** Check the column that best describes the child and follow the scoring instructions.
4. **Interpretation of the results:** Method 1: Count the number of symptoms that are endorsed "pretty much" or "very much" by either parent or teacher in each of the following categories: Note that impairment and other criteria must be evaluated in addition to symptom counts. Method 2: Using Factor Scores to determine how a child's scores compare to normative data, compute the average rating for the items from each factor (listed below) using the following scoring: Not at all = 0, Just a little = 1, Pretty Much= 2, Very much = 3. Then, using the information from the attached norms table, determine where the child falls in relation to other children.
5. **Keywords:** DBD/Disruptive behaviour disorders/ADHD/ODD/CD
6. **Links for more information:**
https://ccf.fiu.edu/research/_assets/dbd-rating-scale.pdf
<https://www.psychtools.info/dbdrs/>
<https://www.degruyter.com/document/doi/10.1515/ijamh-2017-0134/html>

Parent/Teacher DBD Rating Scale

Child's Name: _____ Form Completed by: _____

Grade: _____ Date of Birth: _____ Sex: _____

Date Completed _____

Check the column that best describes your/this child. Please write DK next to any items for which you don't know the answer.

	Not at All	Just a Little	Pretty Much	Very Much
1. often interrupts or intrudes on others (e.g., butts into conversations or games)				
2. has run away from home overnight at least twice while living in a parental or parental surrogate home (or once without returning for a lengthy period)				
3. often argues with adults				
4. often lies to obtain goods or favours or to avoid obligations (i.e., "cons" others)				
5. often initiates physical fights with other members of his or her household				
6. has been physically cruel to people				
7. often talks excessively				
8. has stolen items of nontrivial value without confronting a victim (e.g., shoplifting, but without breaking and entering; forgery)				
9. is often easily distracted by extraneous stimuli				
10. often engages in physically dangerous activities without considering possible consequences (not for the purpose of thrill-seeking), e.g., runs into the street without looking				
11. often truant from school, beginning before age 13 years				

12. often fidgets with hands or feet or squirms in seat				
13. is often spiteful or vindictive				
14. often swears or uses obscene language				
15. often blames others for his or her mistakes or misbehaviour				
16. has deliberately destroyed others' property (other than by fire setting)				
17. often actively defies or refuses to comply with adult's requests or rules				
18. often does not seem to listen when spoken to directly				
19. often blurts out answers before questions have been completed				
20. often initiates physical fights with others who do not live in his or her household (e.g., peers at school or in the neighbourhood)				
21. often shifts from one uncompleted activity to another				
22. often has difficulty playing or engaging in leisure activities quietly				
23. often fails to give close attention to details or makes careless mistakes in schoolwork, work, or other activities				
24. is often angry and resentful				
25. often leaves a seat in the classroom or in other situations in which remaining seated is expected				
26. is often touchy or easily annoyed by others				
27. often does not follow through on instructions and fails to finish schoolwork, chores, or duties in the workplace (not due to oppositional behaviour or failure to understand instructions)				
28. often loses temper				
29. often has difficulty sustaining attention in tasks or play activities				
30. often has problems awaiting turn				
31. has forced someone into sexual activity				

32. often bullies threaten or intimidate others				
33. is often "on the go" or often acts as if "driven by a motor"				
34. often loses things necessary for tasks or activities (e.g., toys, school assignments, pencils, books, or tools)				
35. often runs about or climbs excessively in situations in which it is inappropriate (in adolescents or adults, may be limited to subjective feelings of restlessness)				
36. has been physically cruel to animals				
37. often avoids, dislikes, or is reluctant to engage in tasks that require sustained mental effort (such as schoolwork or homework)				
38. often stays out at night despite parental prohibitions, beginning before age 13 years				
39. often deliberately annoys people				
40. has stolen while confronting a victim (e.g., mugging, purse snatching, extortion, armed robbery)				
41. has deliberately engaged in a fire setting with the intention of causing serious damage				
42. often has difficulty organizing tasks and activities				
43. has broken into someone else's house, building, or car				
44. is often forgetful in daily activities				
45. has used a weapon that can cause serious physical harm to others (e.g., a bat, brick, broken bottle, knife, gun)				

SCORING INSTRUCTIONS FOR THE DISRUPTIVE BEHAVIOR DISORDER RATING SCALE

There are two ways to determine if a child meets the criteria for DSM IV diagnoses of Attention-Deficit/Hyperactivity Disorder, Oppositional Defiant Disorder, or Conduct Disorder. The first method involves counting symptoms for each disorder using the Disruptive Behavior Disorders (DBD) rating scale. The second method involves comparing the target child's factor scores on the DBD Rating Scale to established

norms. The factor scores method is preferable for the diagnosis of females (e.g., using a 2 SD cutoff), as the symptom counting method often results in the underdiagnosis of female children. Please note that Items 10, 14, and 21 are from DSM-III-R and are not included in the scoring for a DSM-IV diagnosis.

Method 1: Counting Symptoms

To determine if a child meets the symptom criteria for DSM IV diagnoses of Attention-Deficit/Hyperactivity Disorder, Oppositional Defiant Disorder, or Conduct Disorder as measured by the DBD Parent / Teacher Rating Scale, count the number of symptoms that are endorsed "pretty much" or "very much" by either parent or teacher in each of the following categories: Note that impairment and other criteria must be evaluated in addition to symptom counts.

Attention-Deficit/Hyperactivity Disorder

_____ Attention-Deficit/Hyperactivity Disorder - Inattention Symptoms
(items 9, 18, 23, 27, 29, 34, 37, 42, 44)

6 or more items must be endorsed as "pretty much" or "very much" to meet criteria for **Attention-Deficit/Hyperactivity Disorder, Predominantly Inattentive Type**. The six items may be endorsed on the teacher DBD, and the parent DBD, or can be a combination of items from both rating scales (e.g., 4 symptoms endorsed on the teacher DBD and 2 separate symptoms endorsed on the parent DBD). The same symptom should **not** be counted twice if it appears on both versions (parent and teacher) of the rating scale.

_____ Attention-Deficit/Hyperactivity Disorder - Hyperactivity/impulsivity Symptoms
(items 1, 7, 12, 19, 22, 25, 30, 33, 35)

6 or more items must be endorsed as "pretty much" or "very much" on the parent and/or the teacher DBD to meet criteria for **Attention-deficit/Hyperactivity Disorder, Predominantly Hyperactive-Impulsive Type**. If 6 or more items are endorsed for Attention-Deficit/Hyperactivity Disorder - inattention **and** 6 or more items are endorsed for Attention-Deficit/Hyperactivity Disorder - hyperactivity/impulsivity, then the criteria are met for **Attention-deficit/Hyperactivity Disorder, Combined Type**.

Some impairment from the symptoms must be present in two or more settings (e.g., school, home)

Oppositional Defiant Disorder

_____ Oppositional Defiant Disorder (items 3, 13, 15, 17, 24, 26, 28, 39)

A total of 4 or more items must be endorsed as "pretty much" or "very much" on

either the parent or the teacher DBD to meet criteria for **Oppositional Defiant Disorder**

Conduct Disorder

_____ Conduct Disorder - aggression to people and animals (items 6, 20, 31, 32, 36, 40, 45)

_____ Conduct Disorder - the destruction of property (items 16, 41)

_____ Conduct Disorder - deceitfulness or theft (items 4, 8, 43)

_____ Conduct Disorder - a serious violation of rules (items 2, 11, 38)

A total of 3 or more items in any category or any combination of categories must be endorsed as "pretty much" or "very much" on either the parent or the teacher DBD to meet criteria for **Conduct Disorder**

Method 2: Using Factor Scores for the two ADHD and ODD dimensions for teacher ratings on the DBD are reported in Pelham, et al (1992), Teacher ratings of DSMIII-R symptoms for the disruptive behavior disorders: Journal of the American Academy of Child and Adolescent Psychiatry, 31, 210- 218. The factor scores for DSM IV factors are the same as for the DSM III-R factors reported in that paper. To determine how a child's scores compare to normative data, compute the average rating for the items from each factor (listed below) using the following scoring: Not at all = 0, Just a little = 1, Pretty Much= 2, Very much = 3. Then, using the information from the attached table of norms, determine where the child falls in relation to other children. A variety of cutoff scores can be used (e.g., 2 standard deviations above the mean).

Factors

_____ Oppositional / Defiant (items 3, 13, 15, 17, 24, 26, 28, 39)

_____ Inattention (items 9, 18, 23, 27, 29, 34, 37, 42, 44) _____ Impulsivity / Overactivity (items 1, 7, 12, 19, 22, 25, 30, 33, 35)

Tool 2 for Disruptive behaviour disorder

- 1. Title:** Role-playing video game "Hall of Heroes"
- 2. Using this digital tool, you can** find any DBD. This is because Hall of Heroes focuses on social skills that are important for good relationships, like communication, cooperation, and social initiation, as well as emotional awareness and emotion regulation skills, which would directly affect the youth's affective abilities.
- 3. Instructions / Methodology / Recommendations on how to use the tool:** Hall of Heroes is a social and emotional learning game in English that is designed for young people aged 10–14 years. Students begin by designing their own customizable "superhero" avatars. Soon after, the stoic and heroic Principal Shields gives learners a quick orientation to their school. Students are

encouraged to interact with characters by choosing one of three options that appear in speech bubbles, which can be read aloud. These answers are logged and later appear in an assessment report for educators; a teacher dashboard provides data on whole-group and individual student progress. Students can get help by clicking a question mark on the lower-left side of their screen, which either repeats a tutorial or has written instructions. Players progress through levels, which include learning how to get to lockers, figuring out where to sit in the cafeteria, learning how to help classmates with homework, and more. These levels may require anywhere from 15 to 35 minutes to complete. Some of the supplemental activities require fine motor skills, such as being able to navigate a mouse or touchpad, and may require additional staff assistance. Teachers can use the Hall of Heroes to reinforce social-learning concepts as learners transition to middle school. Use it in the first weeks of school to orient learners to the social nuances they'll need for the year and beyond. Let learners play at individual and self-paced intervals. Or project the game during whole-group instruction to allow the group to discuss and practise problem-solving skills. Inquire about students' prior knowledge of school transitions and stories about times they've been in situations similar to their avatars. Consider using this game as another level of support for multiple populations struggling with social and emotional learning concepts. Teachers can examine individual student or group data to see where re-teaching or reinforcement of certain concepts is needed.

4. Interpretation of the results: A teacher dashboard provides data on whole-group and individual student progress. Teachers can examine individual student or group data to see where re-teaching or reinforcement of certain concepts is needed.

5. Keywords: SEL/Social Emotional Learning/Online Tool/Interactive

6. Links for more information:

<https://www.hindawi.com/journals/ijcgt/2019/6981698/>

<https://www.youtube.com/watch?v=J-QgDftUm84>

<https://www.thetechedvocate.org/product-review-of-hall-of-heroes/>

Get the game here:

<https://www.commonsense.org/education/reviews/hall-of-heroes>

