

# CC Spaulding School Based Support

## *Behavioral Help Facts and Classroom Tips*

### About Conduct Disorder

Children with Conduct Disorder are highly visible and tend to express serious, repetitive, and persistent misbehavior as the essential feature of the disorder. They usually fall into one of four main groups: 1) aggressive behavior toward people or animals, 2) destruction of property, 3) deceitfulness or theft, and 4) Violation of rules. In some cases, what appears to be conduct disorder may be a problem adjusting to acute or chronic stress.

### Classroom Strategies and Accommodations

- Establish high and consistent structure and clearly defined elements.
- Make sure curriculum is at an appropriate level. When work is too hard, students become frustrated. When it is too easy, they become bored. Both reactions lead to problems in the classroom.
- Avoid “infantile” materials to teach basic skills. Materials should be

age-appropriate, positive, and relevant to students’ lives.

- Remember that praise is important but needs to be sincere.
- Consider the use of technology. Students with conduct disorder tend to work well on computers with active programs.
- Be aware that adults can unconsciously form and behaviorally express negative

If you suspect that a student has conduct disorder, refer the student to the Intervention Team, who with family consent will coordinate the work of all community partners involved with the family.

impressions of low-performing, uncooperative students. Try to monitor your impressions, keep them as neutral as possible, communicate a positive regard for the students, and give them the benefit of the doubt whenever possible.

- Remember that children with conduct disorder like to argue. Remain calm and respond with respect and detachment. Avoid power struggles and don’t argue.
- Keep your voice low. Speak slowly.
- Avoid escalating prompts such as shouting, touching, nagging, or cornering the student.
- Establish clear classroom rules. Rules should be few, fair, clear, displayed, taught, and consistently enforced. Be clear about what is nonnegotiable.
- Structure activities so the student with conduct disorder is not always left out or the last one picked.
- Students with conduct disorder often do well in programs that allow them to work outside the school setting.

### *Symptoms or Behaviors*

- \* *Bullying or threatening classmates or other students*
- \* *Poor attendance and chronic tardiness*
- \* *History of frequent suspension*
- \* *Little empathy for others and a lack of appropriate feelings of guilt and remorse*
- \* *Lying to peers or teachers*
- \* *Stealing from peers or the school*
- \* *Frequent physical fights; use of a weapon*
- \* *Destruction of property*

### *Educational Implications*

*Students with conduct disorder tend to:*

- \* *Engage in power struggles*
- \* *React badly to direct demands or statements such as: “You need to...” or “You must...”*
- \* *Challenge class rules*
- \* *Refuse to do assignments*
- \* *Argue or fight with other students*

### *Watch for:*

- \* ***Significant impairment in both social and academic functioning***
- \* ***Frequents absences***
- \* ***Refusal to do assignments***
- \* ***Possible academic failure***