



Oppositional Defiant Disorder: Teachers' illness and the relationship with school violence

Transtorno Opositor Desafiador: Adoecimento de professores e a relação com a violência escolar

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1 INTRODUCTION

Education is one of the most important pillars of society, responsible for forming critical individuals capable of contributing to the development of the country. However, today it has faced several challenges in the educational field, ranging from lack of resources to school violence. One of the main factors contributing to this reality is the Oppositional Defiant Disorder (ODD).

OCD is a disorder affecting children and adolescents characterized by defiant, hostile, and often violent behavior. It is a disorder diagnosed in 2-16% of the school-age population, and it is estimated that the prevalence may be even higher, since many cases are not recognized or diagnosed. The impact of ODD on the lives of teachers and students is significant, as a child's challenging behavior can impair his or her learning and that of other students.

School violence is another challenge faced by contemporary education. It is a reality that affects many schools around the world, including Brazil, and brings negative consequences for both students and teachers. School violence can manifest itself in several ways, from physical violence to bullying, and its main consequence is the decrease in the quality of education.

Teacher illness is another factor that has been worrying the educational community. The teacher's job is challenging in itself, but when added to the factors previously mentioned, it can become even more stressful. Teacher illness can lead to increased absenteeism, decreased quality of teaching, and even to teachers giving up the profession.

Against this backdrop, it is critical that steps are taken to address these challenges. Early diagnosis and treatment of ODD are important to avoid worsening the disorder and reducing the impact on the lives of students and teachers. School violence must be combated with preventive measures and social inclusion to prevent students from being victimized or becoming bullies. The consequences of teacher illness should be mitigated with preventive and therapeutic measures, in order to ensure the quality of teaching and maintenance of the professional's mental health.



The evolution of the educational system and pedagogical trends are also important in the search for solutions to these challenges. School cannot be seen only as a place to transmit content, but as a place for the integral formation of the individual. Social inclusion, emotional education, and mental health promotion are some of the pedagogical trends that can contribute to the prevention of OCD, school violence, and teacher illness.

In this context, it is important that the school and the family act in partnership in facing these challenges. It is essential to establish a fluid communication between school and family, so that preventive actions are effective. The family's participation in the educational process is fundamental to build ethical and moral values in the individual's formation.

2 OBJECTIVE

Conduct a literature search on the challenges faced by teachers in schools in the face of school violence with a focus on Oppositional Defiant Disorder (ODD).

3 METHODOLOGY

This is a literature review, developed with articles published from 2017 to 2021 in the electronic databases: Portal Capes, *Scientific Electronic Library Online* - Scielo and Google Academic, using the descriptors: self-esteem, self-image, aesthetics, oncology, complementary and integrative therapies, and their respective synonyms, in Portuguese and English. Only published articles that addressed the subject and were available online were included. Articles were excluded if they were published outside the proposed period, did not address the theme, were not available online, and repeated articles found in different databases.

4 DEVELOPMENT

SCHOOL VIOLENCE

School violence is a complex and multifaceted phenomenon, which has been the subject of growing concern by society and educational researchers. It can be defined as any aggressive, intentional, and repeated behavior that occurs in or around educational institutions.

There are several types of violence that can occur at school, the most common being bullying, cyberbullying, physical and verbal violence, vandalism, and discrimination. Bullying is one of the main types of violence and can be defined as a situation in which one or more students are subjected to repeated and intentional physical or psychological aggression.



The causes of school violence are multiple and complex. Among them, we can highlight the lack of ethical and moral values, the lack of dialogue and respect among individuals, social inequality, violence in the media, and the lack of security in schools, among other factors.

The consequences of school violence are worrying and affect the victims as well as the aggressors and the school environment. In the case of victims, they may suffer serious physical and psychological consequences, such as headaches, insomnia, anxiety, depression, and have difficulties in the learning process. The aggressors, on the other hand, may develop antisocial behavior and have difficulties in relating to other people.

School violence has negatively impacted the lives of teachers, contributing to their physical and psychological illness. The lack of safety, the resistance of students to obey the rules, and the lack of institutional support have been some of the factors that contribute to the teachers' illness.

Furthermore, school violence has caused damage to the school environment, affecting the quality of education and the image of the institution. It is common for schools that suffer from violence to have reduced enrollment, which can generate financial losses and affect the quality of education.

Silva and Coutinho (2020) conducted a study on school violence and its consequences and concluded that violence can generate psychological, social and physical problems in those involved, in addition to impairing school performance. Lira and Medeiros (2015) state that violence at school can lead to teacher illness and breakdown, negatively impacting the school environment.

To address school violence, it is necessary to invest in preventive measures, such as promoting ethical and moral values, creating spaces for dialogue and strengthening the culture of peace. It is also important that the school has an efficient security system and that teachers receive adequate institutional support to deal with violent situations.

Another important strategy is to make the school community aware of the importance of respect and appreciation of others. The school can promote awareness campaigns about violence, lectures with specialists and training for teachers.

Thus, it is possible to conclude that school violence is a worrying phenomenon that deserves attention from society and educational institutions. It is necessary to invest in preventive measures to combat violence and ensure a safe and welcoming school environment for all.

TEACHER ILLNESS

Teacher illness is a complex and multifaceted issue that has been increasingly discussed in the educational field. The teaching profession is considered one of the most stressful and exhausting, and this can negatively affect the mental and physical health of these professionals. Thus, it is important to



understand the causes of teachers' illness, its consequences in their professional and personal lives, and prevention strategies.

Freitas et al. (2021) discuss the importance of teacher training to deal with school violence, pointing out that it is necessary to work on dimensions such as communication, conflict resolution and promotion of a respectful and welcoming environment. Naiff (2009) reflects on indiscipline and violence at school, pointing out that it is necessary to rethink educational practices and interpersonal relationships to promote a culture of peace.

The causes of teacher illness are diverse and are related to personal factors, such as work overload, lack of recognition and appreciation, pressure for results, and a stressful routine. In addition, working conditions, such as school infrastructure, lack of resources, and school violence, can also contribute to teacher illness.

The consequences of illness in teachers' professional lives can include reduced productivity, increased absenteeism, job dissatisfaction, and decreased quality of teaching. In personal life, the consequences may include stress, anxiety, depression, weight gain, and increased health problems.

To prevent teacher illness, it is necessary to adopt effective strategies that address the causes of the problem. These strategies may include improving working conditions, providing emotional and psychological support to teachers, training and continuing education, making the workload more flexible, and promoting a balance between personal and professional life.

In addition, it is important that school managers and the wider school community recognize the importance of teacher well-being to the educational success of students. A healthy, welcoming, and respectful working environment needs to be encouraged.

It is worth pointing out that teacher illness is not only an individual problem, but also a social and educational problem. It is necessary for society as a whole to take responsibility for ensuring adequate working conditions for teachers, valuing the profession and understanding its importance for the development of the country.

In summary, teacher illness is a serious and complex problem that needs to be addressed seriously and with commitment. It is essential to understand the causes of the problem, its consequences, and to develop effective strategies for prevention and treatment. The well-being of teachers is essential for the educational success of students and for the social and economic development of the country.

Challenges of contemporary education (Evolution of the educational system, challenges facing the contemporary school, pedagogical trends)

Contemporary education is undergoing significant transformations that go beyond the classroom and extend to society as a whole. One of the main challenges faced by contemporary schools is the need to adapt to these changes and ensure an adequate education for students.



Assis, Constantino and Avanci (2010) conducted a dialogue with teachers about the impacts of violence at school and observed that violence generates fear, insecurity and loss of teacher authority. Ferreira et al. (2011) point out that violence at school can lead to the appearance of voice disorders in teachers, which can be symptoms of stress and emotional overload.

The systematic literature review carried out by Silva and Negreiros (2020) evidences that violence in Brazilian public schools is a serious problem that needs to be addressed. Ribeiro et al. (2022) observed an association between burnout syndrome in teachers and occupational violence, indicating the importance of working with prevention and intervention strategies.

Over the years, the educational system has undergone a significant evolution. From the traditional school, which valued memorization and repetition of content, to more recent models, which seek a more contextualized and interdisciplinary approach, education has adapted to social and cultural changes.

However, the contemporary school faces challenges that go beyond the evolution of the educational system. The rapid evolution of technology, cultural diversity, and globalization are factors that have influenced the school environment and demand new forms of pedagogical approach.

In addition, the contemporary school needs to deal with the complexity of current social problems, such as violence, bullying, and oppositional defiant disorder (ODD). These problems directly affect the school environment and the well-being of teachers and students, and require specific interventions.

In this context, pedagogical trends have turned to a more human and inclusive approach that values the development of social and emotional skills and the active participation of students in the learning process. Gamification, cooperative learning, and the personalization of teaching are some of the trends that have gained prominence.

However, the implementation of these trends faces challenges, such as teacher resistance and lack of resources to invest in technology. In addition, there is still a strong culture of assessment based on standardized tests, which does not always reflect the complexity of the learning process.

RELATIONSHIP BETWEEN OPPOSITIONAL DEFIANT DISORDER (TOD), SCHOOL VIOLENCE AND TEACHERS' ILLNESS

The relationship between Oppositional Defiant Disorder (ODD), school violence, and teacher illness is complex and multifaceted. ODD is a behavior disorder affecting children and adolescents, characterized by defiant, disobedient, and aggressive behaviors. The presence of OCD in a classroom can contribute to school violence and teacher illness.

The defiant behavior of individuals with ODD can lead to conflicts with classmates, which can degenerate into physical and verbal aggression. This school violence can have a negative impact on the mental health of teachers, who often feel helpless and vulnerable in these situations.



Oppositional defiant disorder (ODD) is a behavioral disorder that manifests in children and adolescents and is associated with defiant, hostile, and violent behavior. School violence is a problem that has been increasing worldwide and may be related to this disorder. According to Facci (2019), violence at school can lead to the illness of the teacher, who is exposed to situations of stress, anxiety, and fear.

In addition, the presence of students with Oppositional Defiant Disorder (ODD) can increase the absenteeism rate of teachers, as they may need more time to deal with the challenges presented by these students. This can lead to increased stress and exhaustion for teachers, which can lead to physical and mental illness.

Another factor contributing to the relationship between oppositional defiant disorder (ODD), school violence, and teacher illness is the lack of resources and support to deal with these challenges. Many schools do not have professionals trained to deal with students with oppositional defiant disorder (ODD), and many teachers do not receive adequate training to deal with challenging behaviors.

Araújo and Araújo (2017) discuss the inclusion of children with Oppositional Defiant Disorder in physical education classes, pointing out that it is necessary to develop inclusive practices and respect differences. Oliveira and Da Costa (2021) conducted a literature review on Oppositional Defiant Disorder (ODD) and Conduct Disorder, highlighting the importance of working with school and crime prevention strategies.

Da Silva (2017) presents a monograph on coping with Oppositional Defiant Disorder (ODD) at school, highlighting the importance of early identification, multidisciplinary intervention, and family participation. De Souza Carvalho and de Carvalho Monte (2020) conducted a brief case study on Oppositional Defiant Disorder (ODD), school, and family, highlighting the importance of the partnership between these two contexts.

Lack of support from parents and guardians can also worsen the situation for students with Oppositional Defiant Disorder (ODD). Many parents do not recognize the disorder and do not seek help for their children. This can lead to a lack of cooperation between school and family in solving the problems presented by the student.

However, it is important to note that not all students with Oppositional Defiant Disorder (ODD) exhibit violent behaviors. Many students with Oppositional Defiant Disorder (ODD) are able to adapt to school and social demands, provided they receive appropriate support.

Therefore, it is critical that schools adopt preventive measures to address Oppositional Defiant Disorder (ODD) and school violence. These measures may include training teachers to deal with challenging behavior, providing psychological support for students and teachers, and implementing support programs for parents and guardians.



In addition, it is important to have a partnership between the school and the family in dealing with oppositional defiant disorder (ODD) and school violence. Cooperation between parents and teachers can help to identify early signs of the disorder and take preventive measures before the situation escalates.

Finally, it is critical that more research be conducted on the relationship between Oppositional Defiant Disorder (ODD, school violence, and teacher illness. Such research can help identify new strategies and solutions to address the challenges presented by these problems.

COPING STRATEGIES

The struggle against oppositional defiant disorder (ODD), school violence, and teacher illness is a constant battle in contemporary education. One way to deal with these challenges is through pedagogical interventions. These actions are aimed at developing students' social, emotional, and behavioral skills in order to improve the school environment and reduce the incidence of violence. The school can promote actions to improve the relationship of students with teachers and peers, through collaborative activities and cooperative learning.

In addition to pedagogical interventions, psychosocial interventions are an option for dealing with Oppositional Defiance Disorder (ODD), school violence, and teacher illness. These interventions are focused on promoting students' mental and behavioral health through individual and group therapy activities. These actions can be carried out by professionals in psychology, psychiatry, social work, and other related areas, and should be planned and executed together with the school's pedagogical team.

Clinical interventions can also be a strategy for dealing with Oppositional Defiance Disorder (ODD), school violence, and teacher illness. These interventions are carried out by mental health professionals, such as psychologists and psychiatrists, and aim to treat students' emotional and behavioral disorders. It is important that these interventions are carried out with ethics and respect for patients' rights, and that they are integrated into the school environment in order to contribute to the construction of a healthy and safe environment for all.

In addition to pedagogical, psychosocial, and clinical interventions, the school can adopt other strategies to deal with Oppositional Defiant Disorder (ODD), school violence, and teacher illness. One is the adoption of a conflict mediation program, which aims to resolve conflicts between students in a peaceful and collaborative manner. Another strategy is the promotion of sports and cultural activities, which contribute to the social and emotional development of students and to the construction of a healthy school environment.

In addition, the school can take measures to prevent school violence and teacher illness. One such measure is the creation of a school code of conduct, establishing the rules of coexistence and the behavior



expected of students. Another measure is to run awareness campaigns to make students aware of the importance of peaceful coexistence and valuing respect and tolerance.

The school-family partnership is key to dealing with Oppositional Defiance Disorder (ODD), school violence, and teacher illness. The school can promote parental participation in the school life of their children, through parent-teacher meetings and other activities that can involve the family in the students' education. In addition, the school can promote educational guidance actions for parents to help them deal with their children's difficulties.

SCHOOL-FAMILY PARTNERSHIP

School is a social space where individuals learn to live with differences, respect rules and limits, and acquire knowledge that may be used throughout life. However, the contemporary school has faced several challenges, including oppositional defiant disorder, school violence, and teacher illness. In this sense, it is necessary to look for strategies that can minimize or prevent these problems. One of these strategies is the partnership between school and family, which is configured as a fundamental action to promote a healthy and safe school environment.

The family's participation in the educational process is fundamental for the student's development, since it is responsible for transmitting values and teaching social and emotional skills that are not taught in school. In addition, the family plays an important role in monitoring the student's school life, being able to identify early problems that may hinder their performance.

The partnership between school and family in preventing school violence is fundamental, since violence is a social problem that affects the entire school community. The school must have an action plan to deal with violence, including the participation of parents in conflict prevention and resolution activities. In this way, the school will be able to ensure a healthy and safe school environment for all involved.

In the case of oppositional defiant disorder, the partnership between school and family becomes even more important, since the disorder can impair the student's academic performance and affect his or her interaction with peers. The school can provide guidance to parents on how to deal with the disorder at home, and parents can provide important information about the student's behavior at home, helping the school to develop more effective intervention strategies.

Teacher illness is another problem that affects the quality of teaching and the school environment. The partnership between school and family can contribute to the prevention of teacher illness, since the family can be guided to respect teachers' limits and value their work. In this way, the teacher will feel more motivated to carry out his or her activity, and the school will be able to guarantee a quality education.

The partnership between school and family can be developed in many ways, such as parents' participation in school meetings, the creation of discussion groups, and joint actions to deal with common



problems. This partnership requires effective communication and a mutual commitment on the part of the school and the family to work together to ensure a safe and healthy school environment.

Parents' participation in the student's school life should not be seen as interference in the school's autonomy, but as a collaborative action that can contribute to the improvement of teaching quality and to the formation of responsible citizens committed to society.

The school should be open to listening to parents and considering their opinions and suggestions, since they are the primary knowers of the student outside the school environment. In this way, the school can develop more effective strategies for dealing with the problems affecting the school community.

The partnership between school and family is an action that requires investment and commitment from both parties. However, the benefits are countless, including the improvement of the quality of education, the prevention of social and emotional problems, and the formation of responsible citizens committed to society.

SCHOOL ROLE

The school plays a crucial role in preventing Oppositional Defiant Disorder (ODD), school violence, and teacher illness. The educational institution can adopt preventive measures to deal with these challenges. These measures can be of a preventive, pedagogical, and psychosocial nature, with the goal of identifying and treating oppositional defiant disorder cases early, preventing the incidence of school violence, and promoting teachers' mental health.

The school can also adopt pedagogical measures to deal with these challenges. These measures include implementing more dynamic and interactive teaching strategies, encouraging creativity and innovation, and promoting dialogue and critical reflection. In addition, the school can invest in educational technologies that can contribute to student engagement.

Another important strategy is teamwork and cooperation among teachers. This strategy can contribute to the prevention of oppositional defiant disorder (ODD), school violence, and teacher illness. In addition, the school can encourage the participation of parents and guardians in the educational process, through regular meetings and regular communication with families.

The school can also take security measures to prevent school violence. These measures include installing security cameras, hiring security guards, and creating a school safety team. In addition, the school can invest in policies to prevent bullying and conflicts between students.

Another important strategy is the promotion of a culture of peace and nonviolence. This strategy can contribute to the prevention of school violence and to the promotion of a more harmonious and inclusive environment. Moreover, the school can promote education for human rights, citizenship and democracy, through pedagogical and extracurricular activities.



5 CONCLUDING REMARKS

To address the situation in the face of Oppositional Defiant Disorder (ODD), the school can implement an early intervention program. This program may include early identification of signs and symptoms of the disorder, psychopedagogical, neurological, psychological and psychiatric evaluation, implementation of psychosocial interventions, and prescription of medications when needed. In addition, the school can provide training for teachers on the disorder and its implications for the classroom.

With regard to school violence, the school can adopt preventive measures such as promoting a safe and harmonious environment. These measures include implementing zero tolerance policies for violence, promoting recreational activities, and improving relationships between students and teachers. In addition, the school can involve parents in preventing school violence, through regular meetings and lectures.

To prevent teacher illness, schools can invest in health and wellness programs. These programs can include the promotion of physical activity, nutritional counseling, and the implementation of stress and burnout prevention policies. In addition, the school can provide training for teachers on the importance of self-care and work-life balance.

Another strategy to address these challenges is the implementation of inclusion and diversity policies. These policies can contribute to the prevention of Oppositional Defiant Disorder (ODD) and school violence, and promote a more harmonious and inclusive environment for all students. In addition, the school can invest in activities that promote empathy and solidarity among students.

Finally, the school can invest in training programs for teachers on contemporary challenges in education. These programs can include training in psychology and mental health, training in educational technologies, and promoting critical reflection on pedagogical trends. In addition, the school can provide psychological and emotional support for teachers who face these challenges on a daily basis.



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