

Oppositional Defiance & Teaching and Learning: A Teacher's Perspective



Carol-Ann O'Síoráin PhD



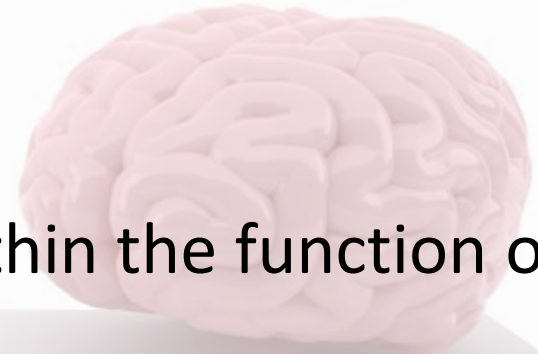
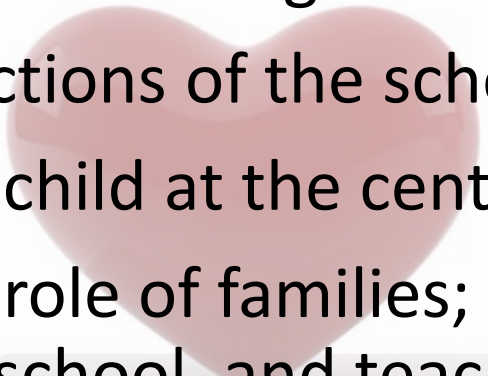
Heart

V

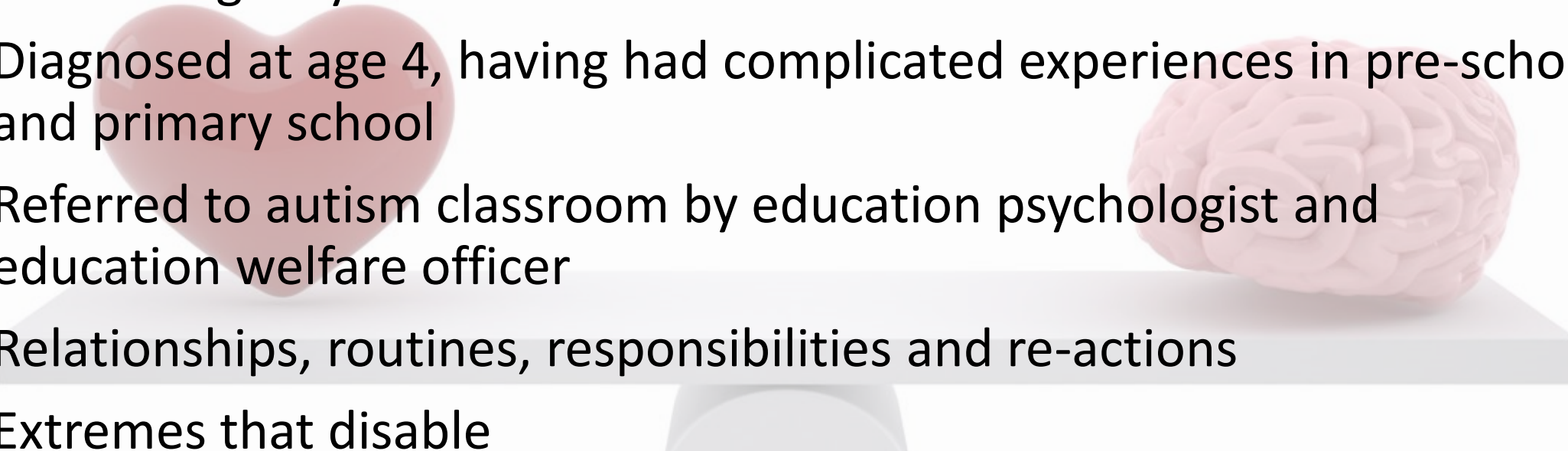
Mind?

School as a community but also a structure

- Understanding the role of school within the community
- Functions of the school
- The child at the centre
- The role of families; in supporting their child, within the function of the school, and teaching and learning
- Gaining insights

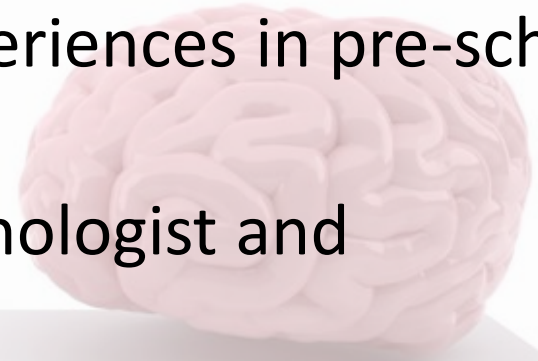
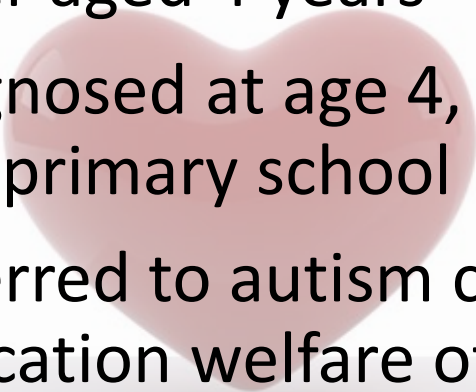


Case Study 1

- Michael age 6 years
 - Diagnosed at age 4, having had complicated experiences in pre-school and primary school
 - Referred to autism classroom by education psychologist and education welfare officer
 - Relationships, routines, responsibilities and re-actions
 - Extremes that disable
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Case Study 2

- Peter aged 4 years
- Diagnosed at age 4, having had complicated experiences in pre-school and primary school
- Referred to autism classroom by education psychologist and education welfare officer
- Relationships, routines, responsibilities and re-actions



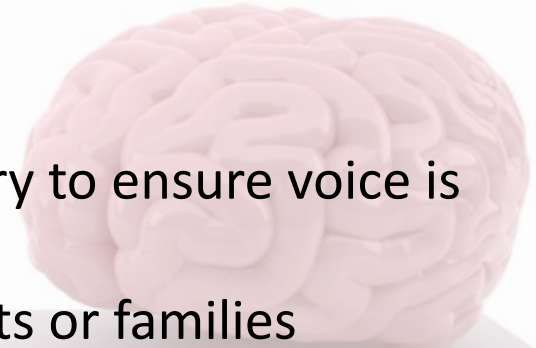
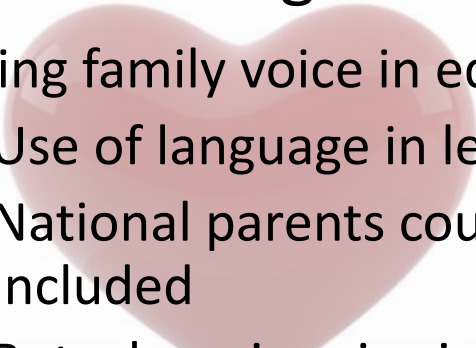
What we know about autism and oppositional defiance.....

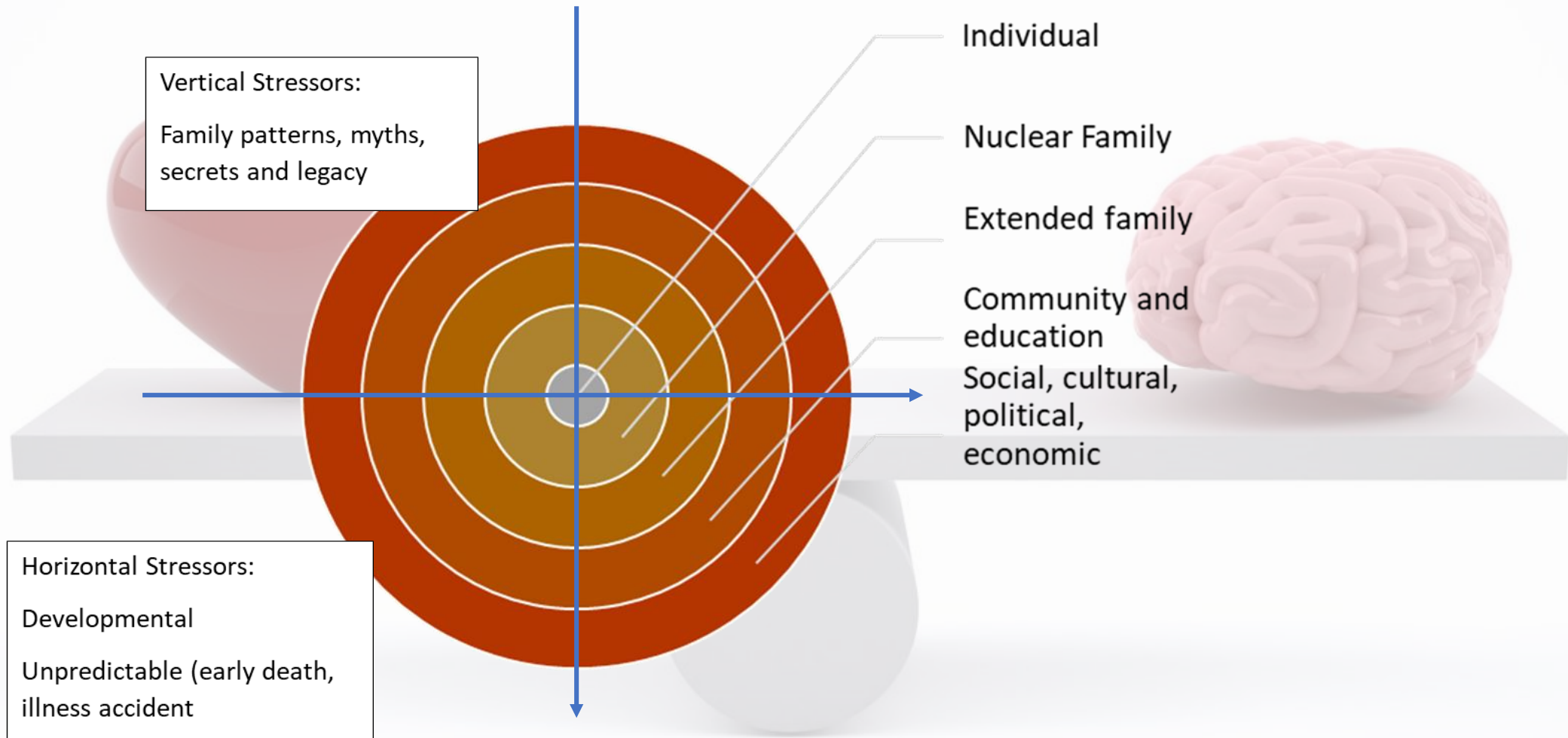
- Keeping a balance of heart and mind in the process
- Theories of autism
 - Theory of Mind
 - Theory of Executive Dysfunction
 - Theory of Weak Central Coherence
 - Theory of empathising-systemizing
- For Michael- A low arousal approach (McDonnell, 2019)
- For Peter – ‘Riding out the storm’ (McDonnell, 2019)



What about Family?

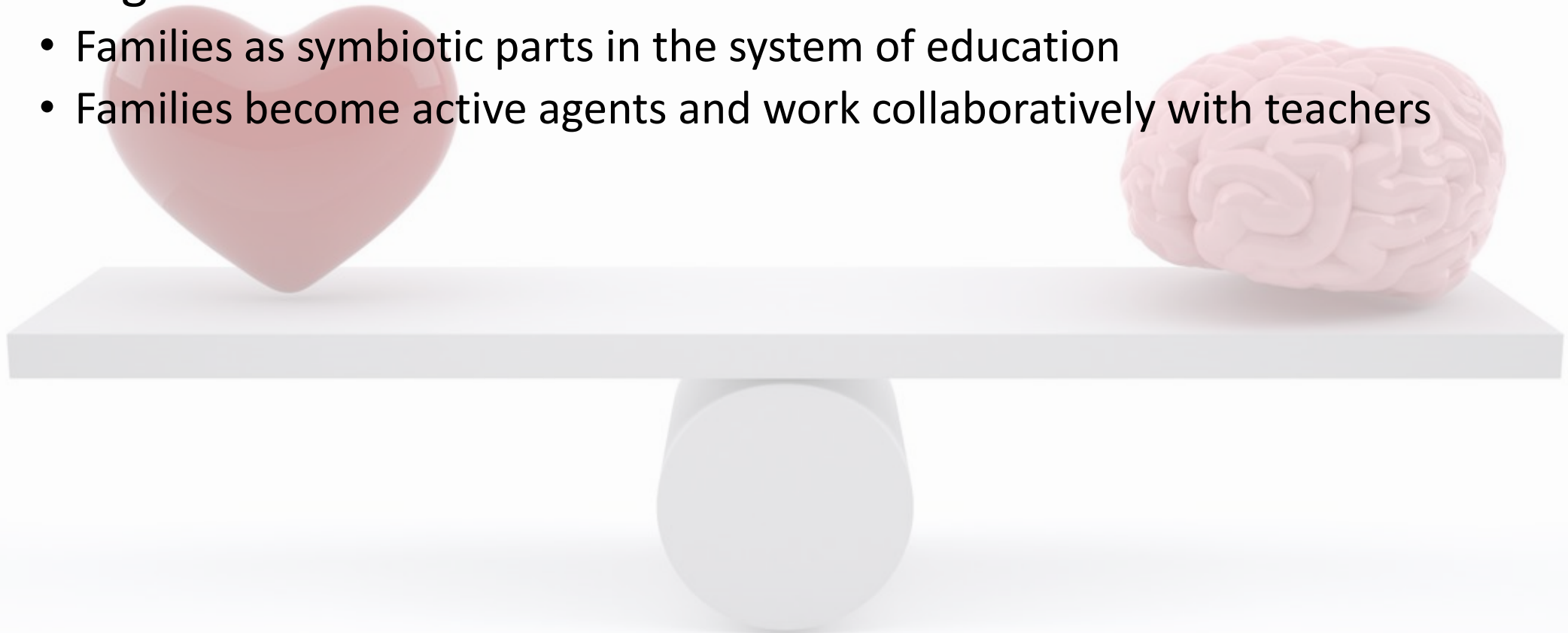
- Understanding families in crisis
- Valuing family voice in education
 - Use of language in legislation = 'parents'
 - National parents council in both primary and post-primary to ensure voice is included
 - But where is voice in education and are we talking parents or families
- My approach in supporting learning is from a relational perspective and based on Family Systems Theory (Bowen, 1978) and the expanded family system (McGoldrick, Garcia-Preto, & Carter, 2013) and Intergenerational Learning Framework (Gadsden, 1998)
- What are the realities for families? In Ireland and across Europe – socio-economic challenges, changes in ethnic and cultural values, marital disharmony etc.



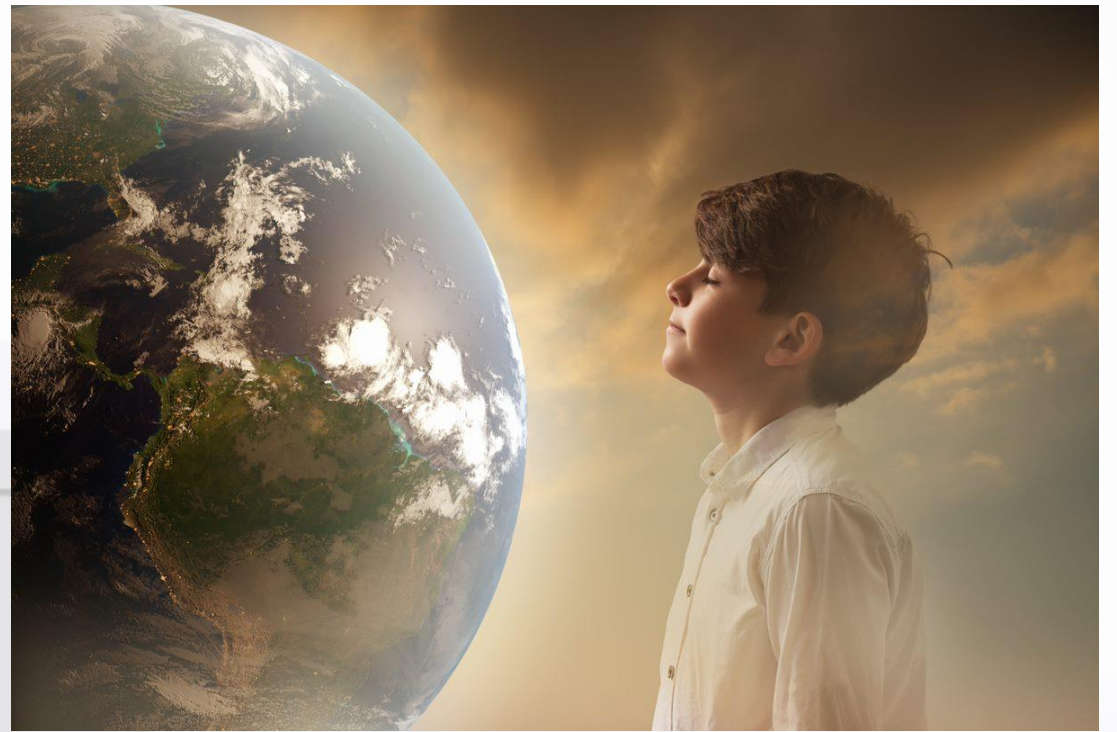


Positive Learning Outcomes

- Emerge when
 - Families as symbiotic parts in the system of education
 - Families become active agents and work collaboratively with teachers



Where Michael and Peter are now?



Questions?



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