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OPPOSITIONAL DEFIANT DISORDER IN CHILDREN WITH AUTISM

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Abstract :

The current research aims to measure the level of oppositional defiant disorder in children with autism. The current research sample consisted of (120) male and female children from autism who are in autism centers in Babil governorate for the academic year (2019-2020). To achieve the goal of the study, the researcher prepared a measure of oppositional defiant among children with autism, and after confirming the indications of honesty and consistency, where the results of the study indicated that the research sample suffers from a high level of challenge and opposition disorder.

- Key words: Oppositional defiant disorder, Autistic children.

Challenge and opposition disorder in autistic children
Research Problem:

The last decades have witnessed a significant increase in psychological problems and disorders among individuals and at all age levels, due to the complexity of social life and the increase in life pressures, as well as other psychological, social and economic factors associated with this, which led to the difficulty of controlling and controlling these problems and disorders and exacerbating a feeling of An individual with anxiety, tension, and failure (Al-Ghamdi, 2013: 11).

Childhood years are important in a person's future life, as the experiences that a child encounters from his family, school, comrades and culture leave their impressions on his personality in the present and the future, and the emotional and behavioral disturbances that affect children are the result of not knowing their needs by the family and the school, so the need to know The problems that children suffer from have become a necessity at the present time more

than ever, especially in light of the international changes that aim at rebuilding the human being to be able to address the challenges of the time and align with the scientific and technological progress the world is witnessing now, as well as within the framework of the knowledge and media revolution that targets This category of society members (Hammoud, Al-Zoubi, 2018: 9).

Challenging and opposition disorders are one of the most common behavioral and emotional disorders in children (Al-Qur'an, 2017: 3). As children who suffer from this disorder suffer bouts of anger, they argue with adults, they deliberately do things that offend others, defy orders and rules blatantly, and they blame others when they commit their personal or personal mistakes, and they are easily annoyed by others, and they are in They are always angry and resentful, and they are vengeful and vengeful (Al-Shayeb, 2017: 82).

Lewis (2002) notes that challenge and opposition disorder is one of the most common emotional and behavioral disorders occurring for a short or transient period, or it is a continuous pattern and a constant characteristic of children's behavior and personality, according to the Diagnostic and Statistical Manual of Mental Disorders, that the main characteristic of a disorder The challenge and opposition is that it is a recurring pattern (Nasser, 2019 : 2).

That the problem of challenge and opposition disorder has significant negative effects since its emergence in childhood, it has become a problem that worries parents and teachers, especially in the case of neglecting the means of treatment, so it is necessary to reduce the risk of the development of this disorder through the following age stages; Some evidence indicates that early intervention is the best and is likely to succeed and prevent the development of disorders resulting from its occurrence (Steiner & Remsing, 2007: 126).

Autism is one of the developmental disorders that have a comprehensive impact on the components, manifestations and aspects of social, linguistic, mental and sensory development, and this effect appears in the autistic child's behavior affecting the verbal communication, non-verbal communication and social interaction, which in turn affects performance in learning, and this is evident in the social aspect Emotional, cognitive, and sensory (Person 2007: 220)

Hisham Al-Khouli (2004) asserts that children with autism have deficiencies in mutual social interaction and this is manifested in the inability to form friendships or relationships with others including parents, withdrawal from interactions and social situations, lack of emotional response and feelings and feelings of others, and weak communication skills Verbal and nonverbal, and weak cognitive social skills (Abdalla, 2018: 351)

Therefore, the current research attempts to answer the following question:

- What is the level of disorder challenge and opposition in children with autism?

The Importance of the Research:

This century witnessed a high interest in the child, especially by specialists, educators and parents. This interest is attributed to the fact that childhood is considered one of the most important stages in a person's life, as he acquires many of his information, skills and directions in it. It is a stage of social significance in which the society provides primary education, which is the basis for the education process, because it aims to inculcate good citizenship and nurture it, and to the extent that the child receives care at this stage, as far as it achieves only constructive adaptation in adolescence and adulthood, and all of this is determined The amount of his contribution to building a good society (Katame and Barhoum, 1989: 18-19)

Attention to childhood and studying its aspects and conditions in society is a serious scientific contribution to create the characteristics of a good person who is waiting for difficult and difficult tasks in the process of construction and progress. Recreation, preparation, and talent and capacity development activities (Al-Azmawi: 1988: 17).

Behavioral disturbances are among the topics that deserve study in order to benefit the community. These disorders are a set of anti-social behaviors that the individual undertakes towards the environment or toward others, which makes behaviorally disturbed individuals a chronic headache for the community, which compels others to avoid them (Muhammad , 2010: 115).

Perhaps what reinforces the importance of studying challenge and opposition disorder is an amendment in the autism category. It is considered one of the psychological symptoms of particular importance for autism, which is characterized by anger, nervousness and incompatible behaviors; Children with autism in addition to challenge and opposition seem to be different from those with autism who do not meet the criteria for symptoms of challenge and opposition disorder (Gadow&Drabick, 2012, 1158)

Jadu and DeVincent (2005) found that the percentage of people aged (3-5) (6-12 years old) who suffer from autism shows defiance and opposition disorder according to the criteria of the fourth diagnostic and statistical guide (DSM). - IV) according to their parents, the ratio was (13) and (27%), respectively. For the teachers, the rates were (21) and (25%), respectively (Gadow, DeVincent&Drabick, 2008, 1302).

The importance of studying the autistic children's category is due to the fact that it is one of the indicators of the civilization of nations in the extent of its interest in raising children in all its different categories. , 2012: 15).

The importance of the current research can be summarized through:

Theoretical importance:

- This research came to put researchers, educators and those interested in studying childhood in the hands of information about the problems that the autistic child or the student in the elementary stage suffers from emotional or behavioral disorders that occupy the minds of many educators and parents and that affect his future life. One of these common disorders is a disorder Challenge and opposition.

Providing a theoretical framework for the variable is defiance and opposition disorder.

- Paying attention and attention to the autistic category in terms of helping to develop programs that lead to reducing negative effects.

- We hope that this research opens new horizons for researchers to conduct more studies and scientific research, and this delegation was delegated to serve this class of autism.

Applied importance:

- To benefit from research tools in identifying the diagnosis of challenge and opposition disorder in the subsequent study.

- Teachers are useful for identifying problems that children with autism face and developing solutions to address these problems.

- It helps researchers and specialists design a training program to reduce challenge and opposition disorder.

Research Objective:

The current research aims to identify the level of disorder and challenge disorder in children with autism.

Research Limitation:

The current research is determined by the following:

1. Spatial limits: Autism care centers in the Babil Governorate Center.
2. Time limits: for the year (2019-2020).
3. Human frontiers: Autistic children present in the centers of Babil Governorate (Al-Hilla Center).
4. Cognitive Boundaries: Challenge Disorder, Autistic Children.

Definition of the research:

First - Oppositional defiant disorder.

Known by several researchers, including:

1. Bower (2013, Bower): "It is a behavioral disorder that occurs in childhood and is characterized by anger, antagonism, hostility, negativity, ease of arousal, hatred and vengeful behavior". 2013: 2), Bower).
2. Abdul Hamid, Abu Zaid (2015): A term used to describe children who get angry quickly and argue over a lot. They are characterized by challenge and objection, and this type is more common in younger children who often challenge their parents and teachers (Abdul Hamid, Abu Zaid 2015: 37).

Theoretical definition:

The researcher adopted the definition of Bower 2013 because it is the closest to the research objectives.

Procedural definition:

The overall degree for children with autism after applying the Challenge and Opposition Disorder scale prepared by the researcher.

Second- Autism:

Known by several researchers, including:

1. Suhail (2015): "It is a disorder that includes a lack of emotional communication and a delay in verbal development accompanied by an anomaly in the form and content of speech, automatic repetition and the

inability to use pronouns, in addition to stereotypes and insistence on rituals without interruption with violent responses to any Sexy "(Suhail, 2015: 29)

2. Al-Jarwani and Jill (2016): "It is a developmental and behavioral disorder that affects social interaction and communication with others, and the autistic child's activity and interest is determined by stereotypical and routine matters" (Al-Jarwani, Jill, 2016: 12).

- Theoretical framework and previous studies

First - Challenge and Opposition Disorder:

The concept of defiance and opposition disorder dates back to the past centuries, specifically in the year 400 BC. The Greek philosophers considered the challenge and opposition one of the most famous features of personality, and one of the oldest style theories is the theory of the Greek philosopher Abu Karat, who divided the human psyche into four patterns that correspond to moods. They are biliary mood, melancholy mood, phlegmatic mood, and bloody mood. The challenge according to (AbiKholat) is one of the characteristics of the bloody mood, which is characterized by being irritable, angry, hard, challenging, and the severity of mood and strength (Negashi, 2009: 176).

Where he was the first orientation to study the challenge and opposition by (Levy), where he studied that group of behavioral symptoms that he called the behavior of challenge and opposition disorder 'then the studies tended to change the name to Oppositional Personality Disorder to describe children who show aggression during the behavior of Stubbornness (Hassanein, 2014: 38).

Since Pandora sees that most human behavior is educated by following a realistic model or example, and that the child sometimes resort to determination, persistence, challenge and adherence to his views, similar to his parents, especially when they are determined to do a certain act or implement an order without being convinced because of their behavior, whether it is the parents or the one who does Their shrine is from teachers or educators (Bandura, 1965: 202).

Where the concept of challenge and opposition disorder first appeared as a concept in the third edition of the Diagnostic and Statistical Manual in (1980) and presented it in the name of stubborn disorder in the category of disorders that begin to appear in early childhood, and for the first time the classification specified the beginning of the age stage for the emergence of the disorder after the age of (3) years And before (18) in 0 and in (1987) the name was changed from obstinacy disorder to challenge and opposition disorder in the third revised diagnostic and statistical guide, and it was classified in the category of disorder, and the number of symptoms of diagnosis increased from two to five symptoms, and in (1994) The fourth edition of the Diagnostic and Statistical Manual of Mental and Mental Disorders classified it as a disorder of behavior disorder and a set of criteria was set for it 0 As for the fifth and final version of the Diagnostic and Statistical Manual of Mental and Mental Disorders in (2013), it modified the classification again and became classified away from

distraction distraction Hyperactivity with antisocial disorder and antisocial personality was among the disorders of chaotic behavior, impulsive control and behavior (Al-Sadiq, 2014: 49-50).

Challenge and opposition disorder is an ordinary phenomenon in its reasonable limits and its absence does not constitute a dangerous indicator for the development of mental and psychological aspects in the child's life, and its height and frequency may lead to the child's emotional, behavioral and psychological disorders, and even the inability to interact with others (Jamil, 2015: 77).

Where the disorder challenge and opposition is one of the famous phenomena in the behavior of children in the behavior of children and in it the child does not implement what is required of him or insists on a specific behavior and this behavior may be incorrect or undesirable or harmful, but he does this behavior as an expression of him rejecting the positions and orders of others Like his colleagues, children, or teachers, this behavior manifests, and the behavior of the child at this stage is characterized by persistence and non-retreat, even if coercion or cruelty is used with him. The child insists on maintaining his internal positions (El-Sherbiny, 2001: 41).

Signs of challenge and opposition disorder begin in the behavior of the child after reaching two years of age when the child begins to feel autonomy, so he has an opinion in some way, and a perception or position of what is going on around him is formed, this position or perception gradually begins with regard to his personality as an independent entity, and at this stage From childhood and beyond, a child has a set of positions and opinions that differ somewhat from others (Al-Azmawi: 1988, 192)

Al-Shorbagi (2003) referred to the concept of defiance and opposition disorder as expressing the child's desire to oppose others, and he has positions that differ from their orders, prohibitions, desires, and attitudes, as his self-affirmation makes him conduct aggressive behavior towards others and is opposed to what they ask of him (Al-Shorbagi, 2003: 122).

Askar (2005) sees it as a disorder in which the child appears more oppositional, challenging, rejecting and hostile towards forms of power that lasts for six months, and these aspects go beyond the natural framework of the behavior of a child of similar age and from the same socio-cultural context (Ibrahim, 2010: 8).

While both Hariri and Rajab (2008) viewed challenge and opposition disorder as one of the natural social behaviors of children, but the persistence of challenge and opposition disorder constitutes an indication of the child's inability to acquire social norms in terms of authority, due to the use of improper methods in Raising children, and instability in the use of a specific policy when dealing with children (Al-Hariri, Rajab, 2008: 75).

As for Derika (2018), it is a verbal or dynamic behavior that expresses the child's unwillingness to implement the orders of the two children and the teachers directly or indirectly, and his insistence on positions that contradict their prohibitions, orders, and attitudes, which is a desire of the child to retain

his point of view even if it is not Correct so that it cannot be changed (Darnika, 3018: 62).

In addition to the above, Al-Sisi (2019) dealt with it as destructive behavior disorders and has far-reaching consequences for the child, the family, the school and the community.

Second - Autism: (Autism)

Moudsly was the first psychiatrist to be concerned with disorders that cause severe mental disorders in children, in the year (1867) and he was considered psychotic (Majeed, 2010: 19)

The discovery of autism is due to the American psychiatrist Leokanner, or who referred to him in 1943 under the name childhood autism. (Muhammad, 2015: 15) 0 when he examined a group of mentally handicapped children at Harvard University and noticed the existence of abnormal behavioral patterns for (11) children called the term Autism Disorder, where they appeared completely closed to themselves, avoiding reality, and not being The response to the stimuli that surround them, and introvertedness has been confirmed by (EssamZidan, 2004, Muhammad Khattab, 2005, Rita Jordan, Stuart Biol, 2007) (Al-Jarwani, Siddiq, 2013: 11).

Since (1943) various names have been used, including Autism, Children Psychosis, and Development Atypical (Paragraph 2015: 14-15).

Some researchers believe that these designations reflect the historical development of the term (disability of autism) and the different interests and specialties of workers in the field of special education and those interested in this disorder as well as the use of a number of nomenclature was the cause of ambiguity and the complexity of the diagnosis (Majeed, 2010: 19) 0 and in (1944) discovered Austrian physician Asperger is a group of Austrian children whose characteristics are somewhat similar to children was 0, and with this early discovery autism cases did not appear until the late eighties in the diagnostic and statistical evidence for the modified third mental disorders (Badr, 2004: 25).

Although Kanner carefully monitored the characteristics of this group of children and classified them as a special category in terms of the type of disability and its symptoms that distinguish it from other disabilities, but it was recognized as a category called autism only in the 1960s, when it was diagnosed Cases of this group as a type of childhood schizophrenia, according to the statistical manual for the diagnosis of mental illness in the second edition (2-DSM) and the classification error was not recognized until (1980) when the modified edition (3-R-DSM) was published which It clearly distinguished between schizophrenia and autism 0, where it emphasized that autism is not an early case of schizophrenia 0 and this confusion may be due to the presence of some common symptoms such as autism and isolationism, but in reality the percentage of difference in symptoms is more than similarity between them 0 and that cases of autism It is completely devoid of symptoms of hallucinations or delusions, and as such, I have known that autism is defined as a developmental disorder, not an emotional one (Paragraph 15: 2015).

Autism and Asperger's disability were classified in the Diagnostic and Statistical Manual in its fourth edition in (1994) in a group called the PDD group that includes five disorders, namely:

- 1- Atutistic Disorder
- 2- Asperger Syndrome
- 3- Syndrome Rett
- 4- Childhood Disintegrative Disorder.
5. Undetermined Growth Disorder –Pervasive Devel0pmental Dis)). (Badr, 2004: 25-26).

- previous studies:

The researchers were able to view a number of studies that dealt with the current research variables as follows:

First - Studies dealing with the challenge and opposition disorder variable with other variables:

Arabic Studies:

- 2- Hussain Study (2017): Egypt

"The effectiveness of a training program based on behavioral cognitive approach in developing the cognitive awareness of parents of students with Challenging Challenge and Challenging Stubbornness and its effect on reducing the disorder of their children."

The aim of the study: The study aims to achieve the experimental of the effectiveness of a training program based on the behavioral cognitive approach in developing cognitive awareness of pupils with challenging stubborn disorder and its effect in reducing the disorder of their children.

Study Sample: The study sample consists of (21) aba, divided into two groups (control n = 10, experimental n = 11).

Study tool: The Cognitive and Behavioral Awareness Scale (researcher preparation), the Challenging Stubborn Disorder (2015, Tariq & Malik) scale, the researcher amendment, and the behavioral cognitive program (researcher preparation) were used.

The results of the study: The results of the study indicated that there are statistically significant differences in the dimensional measurement in favor of the experimental group in the sub-domains of the scale and the total score at the significance level of 0.01), and the results also showed a reduction in obstinacy disorder among the children of the parents of the experimental group at the level of significance (01, 0). In the dimensional measurement, and to the absence of statistically significant differences in the successive measurement among students.

Second - autism studies:

- 1- Al-Qusayreen Study, (2008), Jordan

The effectiveness of the organized teaching program (TEACCH) in providing autistic children with social and communication skills in Jordan.

The aim of the study: To identify the effectiveness of the organized teaching program (TEACCH) in providing autistic children with social skills and communication in Jordan.

Sample of the study: The sample of the study consisted of (30) examiners, all of whom were male, of the Jordanian Academy, whose ages ranged between (6-9) years.

Study Tool: Using the Vineland Adaptive Behavior Scale in Pre and Post Measurement, and the researcher used the effectiveness of the Organized Teaching Program (TEACVH).

Statistical methods: standard means, standard deviation, and co-variance analysis (ANCOVA).

Study results: The results of the study showed that there are statistically significant differences between the mean of the members of the experimental and controlling groups in the dimensional measurement of social and communication skills, and this can be attributed to the presence of an effect of the educational program in developing communication and social skills among autistic children.

Contribution of previous studies to this study:

1- Previous studies supported the variable under study with the scientific theoretical background.

2- The researcher helped with all of the following:

2-1- Choosing the nature of the community and the size of its sample.

2-2- Using the methodology appropriate to this study.

2-3- How to choose the appropriate statistical means and the reasons for their use.

Research methodology and procedures:

- Research Methodology:

The researchers used the descriptive approach in this research as it is the appropriate approach to the nature and objectives of the research.

- research community:

The research community consists of (258) male and female children, among the autistic children present in the Imam Hussain Center (PBUH), the Order of Mercy Center and the Babylon Specialized Center in the Babylon Governorate Center and for both sexes are continuing in these centers for the year (2019-2020).

-The research sample :

The researchers chose the present research sample in a stratified random manner, as it reached 120 children, and table (1) illustrates this.

Table (1) shows the distribution of the respondents according to gender

total	sex		Center
	female	male	
41	17	24	Imam Al Hussain Center (AS)
38	17	21	Medal of Mercy Center
41	18	23	Babylon Specialized Center
120	52	68	Total

Research Scales: The researchers have prepared a measure to measure challenge and opposition disorders in autistic children to achieve the research

goal, and the scale in its initial form consists of (32) items. Each paragraph has three alternatives, and the three alternatives are: (It always applies to him, it applies to him sometimes, it does not apply to him at all).

- The scale was presented to the specialists to know the apparent honesty: Through the presentation of the researchers, the Challenge and Opposition Disorder Scale consisting of (32) items was presented to a group of arbitrators whose number reached (20) specializing in educational and psychological sciences, and after clarifying their opinions and analyzing them using (Kaysquare) to know the significance of The differences between them in terms of supporting their validity or rejection, and in light of this procedure, all the paragraphs of the scale were retained, as the differences between those who approved and those who did not agree were statistically significant at the level (0.05) and for the benefit of those who showed their validity.

Table (2) illustrates this.

Table (2)

Chi-square to find out the percentage of experts agreeing to the validity of the challenge and opposition disorder paragraphs

Significance level 0.05	Value ka 2		Not agree	agree	Number of experts	items
	table	calculate				
sign	3,84	20	-	20	20	32-1

The value of a square becomes clear as a function of all paragraphs, where the calculated value of Ca2 is greater than the tabular value of Ca2 at the degree of freedom (1) and the level of significance (0.05) where it remains on all paragraphs. These paragraphs are considered true according to the point adopted by the researcher.

Exploratory application of the research scale: The challenge and opposition disorder measure was applied to a sample of (20) children and autistic children, and the aim of the survey application was to know the extent of understanding and clarity of the instructions and paragraphs of the measurement tool for the research sample. It turned out that the instructions and paragraphs are clear and understandable to the sample.

The Key to Correcting the Research Scale: The Challenge and Opposition Disorder Scale consists of (32) paragraphs, for each paragraph (3) alternatives are: it applies to him completely and is given to it (3) degrees, sometimes applied to him and given (2) two degrees, it does not apply to him at all and is given It has (1) one degree. The total score was calculated on the scale of each respondent by adding the degrees of his response from all the paragraphs, so the highest score that can be obtained is (96) degrees, and the lowest score is (32) degrees.

Statistical analysis of the vertebrae: the method of the two extreme samples, for the purpose of calculating the discriminatory strength of the vertebrae in this way, the researchers followed the following steps:

1- Applying the scale to the sample of (100) children and children from autism and without the research sample, and finding the total score for each form.

2- Arranging the overall grades obtained by the individuals of the sample in descending order, to choose (27%) of the forms that obtained the highest grades to form the upper group and its number (27), and choose (27%) from the forms that got low scores to form the lower group and its number (27), and thus the number of the forms that were subjected to statistical analysis is (54) from the total sample individuals, and by using the T-test for two independent samples to know the significance of the difference between the upper and lower groups in the degrees of each of the paragraphs of the scale, as the calculated T-value is an indicator to distinguish each Paragraph through its budget with the tabular T value and it was found that the calculated T values for all paragraphs were significant at the level of significance (0.05) because they are greater than the tabular T value of (1.99). Table (3) illustrates this.

Table (3) Values of the T-Test for the Coefficient of Discrimination by the Two Extreme Sample Methods for Paragraphs of the Challenge and Opposition Disorder Scale

Significance level (0.05)	Value tcalculate	Low set		High set		No. of item
		standard deviation	SMA	standard deviation	SMA	
sign	4.37	0.79	0.91	0.87	1.19	1
sign	3.77	0.75	0.87	0.81	1.10	2
sign	4.10	0.74	0.90	0.84	1.15	3
sign	2.92	0.76	0.93	0.97	1.12	4
sign	10.71	0.97	3.68	0.87	4.43	5
sign	8.10	0.90	2.38	0.45	2.85	6
sign	8.39	0.25	3.62	0.35	3.88	7
sign	5.24	1.13	2.58	0.32	2.91	8
sign	6	1.22	2.99	0.90	3.47	9
sign	5.42	1.31	2.86	0.91	3.31	10
sign	12.57	1.28	3.14	1.80	4.36	11
sign	3.91	1.02	4.43	0.74	4.70	12
sign	10.7	1.22	3.16	1.37	4.10	13
sign	10.10	1.44	3.47	1.56	4.47	14
sign	7.36	1.09	3.34	1.62	3.98	15
sign	3.89	1.26	3.23	1.73	3.69	16
sign	4.64	1.30	2.95	0.93	3.34	17
sign	4.37	1.35	2.91	0.98	3.29	18
sign	11.65	1.24	1.92	1.51	2.98	19

sign	5.41	1.29	3.44	0.50	3.84	20
sign	13.26	1.49	2.31	1.55	3.65	21
sign	5.40	1.34	2.96	1.04	3.43	22
sign	3.72	1.35	3.43	1.42	3.78	23
sign	10.30	0.23	3.50	0.43	3.84	24
sign	2.89	1.16	3.42	0.79	3.64	25
sign	4.17	1.29	3.17	1.69	3.57	26
sign	3.24	1.54	2.43	1.89	2.78	27
sign	4.36	1.16	3.24	0.89	3.58	28
sign	4.29	1.57	3.45	1.78	3.91	29
sign	2.97	1.49	2.41	0.96	2.68	30
sign	5.37	0.85	2.39	0.93	2.75	31
sign	5.19	0.99	3.27	1.32	3.68	32

Internal Consistency Method: The method of internal consistency of the paragraphs depends on finding the correlation between the degree of each of the paragraphs of the scale and the overall degree of the scale, and this method assumes that the overall degree of the scale is a standard for the validity of the scale, and Pearson correlation coefficient was used to extract a relationship The paragraph with the overall degree of scale, and in this method the paragraphs with a high correlation coefficient are retained and the paragraphs with a low correlation coefficient are deleted. The scale was applied to the statistical analysis sample of (100) children and autistic children. It was found that all paragraphs of the scale are characterized by a correlation coefficient ranging between (0.364-0.741). Table (4) illustrates this.

Table (4): Demonstrates the distinctive force in a relational relationship method

Correlation coefficient value	item	Correlation coefficient value	item
0.464	17	0,573	1
0.564	18	0,632	2
0.741	19	0,429	3
0.462	20	0,425	4
0.621	21	0,336	5
0.680	22	0,349	6
0.364	23	0,381	7
0.439	24	0.413	8
0,437	25	0.405	9
0,564	26	0.396	10
0,397	27	0.514	11
0,614	28	0.391	12

0,537	29	0.388	13
0,732	30	0.658	14
0,654	31	0.548	15
0,573	32	0,619	16

From the above table, it was found that all the paragraphs of the scale are characterized by a statistically significant correlation coefficient if the correlation coefficients ranged between (0,364-0,741) and by relying on the Ebel criterion that set (0,19) and more as a criterion for the validity of the paragraph (Ebel 2009: 299) and therefore did not Delete any paragraph of the scale

The degree of the paragraph is related to the degree of the field to which it belongs:

This relationship is assumed to be a function to give an indication of the internal consistency of the vertebrae within the construction of its components, as the Pearson correlation coefficient was calculated between each vertebra and the total score of the field to which it belongs, so the correlation coefficients for the scale vertebrae with the total score for each field ranged between (0,304-0,806), which Indicates that the scale has a good degree of internal consistency, and that no paragraph was deleted from it, as in Table (5) clarifies that.

Table (5) Relationship of the degree of the paragraph to the field score for the Challenge and Opposition Disorder Scale

Hatred and revenge		Challenge and controversy		Sharpness and anger	
Correlation coefficient	s	Correlation coefficient	s	Correlation coefficient	s
0.304	1	0.629	1	0.394	1
0.450	2	0.450	2	0.497	2
0.526	3	0.550	3	0.369	3
0.555	4	0.679	4	0.563	4
0.582	5	0.670	5	0.705	5
0.387	6	0.597	6	0.665	6
0.563	7	0.485	7	0.342	7
0.674	8	0.707	8	0.618	8
0.629	9	0.806	9	0.430	9
0.450	10	0.776	10	0.563	10
				0.656	11
				0.485	12

C- Relationship of field score and overall scale of scale:

The relationship of the field score with the overall degree of the scale was extracted by calculating the correlation coefficients between the score of each field and the overall degree of the scale using the Pearson correlation

coefficient. Internal consistency, and no paragraph was omitted, and Table (6) clarifies this

Table (6) Relationship of the field score to the total score for the Challenge and Opposition Disorder Scale

Correlation coefficient	the field
0,642	Sharpness and anger
0,556	Challenge and controversy
0.821	Hatred and revenge

Psychometric properties of the Challenge and Opposition Disorder Scale: Psychometric properties are used in educational and psychological research as indicators of the accuracy of measures, as extracting honesty and consistency is one of the most important of these characteristics (Ebel&Frisbie, 2009: 237).

First: Validity:

The accuracy of the scale was verified by procedures related to apparent honesty and procedures related to construction honesty, as follows:

A- Face Validity: This type of honesty was achieved in the scale when the researchers presented their paragraphs to a group of experts. Moreover, the experts examined the paragraphs and estimated their representation of what was prepared to measure it, and Table (2) clarified that.

B- Validity Construct: To verify the validity of the building, the following method has been adopted:

- The method of finding the correlation between the degree of each of the paragraphs of the scale and the total degree of the scale: This was achieved by relying on the index of the correlation score of the respondent on each paragraph of the overall degree of the scale to indicate the coefficient of internal consistency, and the significance of the validity of the tool was extracted by calculating the Pearson correlation coefficient. On the paragraphs of the scale, and that the homogeneity of the paragraphs in measuring what was prepared to measure it through its correlation with the total degree is an indication of the sincerity of the construction. And since the paragraphs of the scale have the ability to distinguish between respondents and homogeneous by being related to the total degree, then this measure is also an indication of the validity of the scale construction. The researchers did this procedure previously to find the internal consistency of the Paragraphs of the Challenge and Opposition Disorder Scales, and Tables (4, 5, 6) clarified that.

Second - Reliability:

Stability is a psychometric characteristic that must be verified to demonstrate the validity of the meter as well as the accuracy, which makes it more powerful and durable (Moss, 1994: 223).

As the validity of the measurement depends on the stability of its results, the constant scale gives the same results approximately if it measures the same property to be measured again and again (Ebel&Frisbie, 2009: 259). There are

many methods for calculating persistence, and researchers have used the following methods to extract persistence:

a. Method Test _ Retest:

The stability was extracted for the challenge and opposition disorder scale by re-applying the scale to the sample of students examined, which consisted of (20) children and children from autism, as the scale was applied a second time after (15) days have passed since the first application, after which the correlation relationship between degrees was calculated. Children in the first and second applications using the Pearson correlation coefficient and the stability coefficient value for the overall scale (0,90). This value is good and indicates a high stability coefficient for the challenge and opposition disorder scale.

B. Split_ Half _ Method:

The scale stability factor can be predicted if we can find a half-stability factor, so the researcher extracted the stability by the mid-way segmentation of the challenge and opposition disorder scale (Anastasi&Urbina, 2010: 180 - 181). By dividing the scale paragraphs into individual and even paired paragraphs to verify the validity of the internal consistency of the scale, as the correlation coefficient between the individual and even paragraphs was calculated, and the value of the stability coefficient using the Pearson correlation coefficient (0.84), which is the value of the coefficient of stability for the half of the scale, so the value of the coefficient value Reliability obtained using the Spearman-Brown equation to find the value of the stability factor for the scale as a whole, as the value of stability after correction (0.91) and this is a good indicator and expresses a strong and high relationship to the overall stability factor of the scale.

Statistical means:

The researchers used SPSS to extract their results and used the following statistical methods:

A square Kay: to extract the apparent honesty of the scale (Odeh, 1980: 73).

B - Pearson correlation coefficient for stability calculation (Albiati, 1977: 13).

The Spearman-Brown Act has been used to correct the Pearson correlation coefficient. (Return, 1980: 69)

W - T test for one independent sample (Albiati, 1977: 32).

Presentation and interpretation of results:

Identify the level of disorder and challenge disorder in autistic children:

The results of the statistical analysis showed that the mean of the scores for all members of the research sample on the scale of challenge and opposition disorder reached (106.37) degrees and with a standard deviation of (16.124) degrees. The hypothetical mean of the scale was (64) degrees, and using the T-test equation for one sample, it was found that the calculated value of (T) was (28.82) degrees, which is greater than the tabular value (1.96) at the level of (0.05). Table (7) illustrates this. Table (7) calculated and tabulated t-Test value and level of statistical significance for challenge and opposition disorder

Significance level	(T-test)		Degree of free	Hypothetical average	standard deviation	SMA	No. of sample
	table	calculate					
0,05	1,96	28,82	119	64	16,124	106,37	120

The results of the statistical analysis shown in Table (7) indicate that the research sample has a high level of challenge and opposition disorder because the mean is greater than the hypothetical mean, and the calculated value (T) is greater than the tabular value of (1.96) at a degree of freedom (119) and a level Significance (0.05), and researchers attribute the reason to this with biological - or genetic reasons that believe that the effectiveness of child-rearing methods may contribute to the development of challenging behavior and lack of compatibility, although the child may have a negative impact on parenting and parenting strategies and this result came Identical to the study (Morsi, 2015).

Recommendations: In light of the current research results, the researchers recommend the following:

- 1- Directing and educating the family not to offend children and adopt proper educational methods by parents and educators.
- 2- Educators' interest in recreational trips for children to relax them and strengthen the relationship of educators and teachers with children.

Suggestions: Some studies and research may be proposed to complement the current research, including:

- 1- Conducting a pilot study on the effectiveness of a behavioral counseling program in reducing challenge and opposition disorder in autistic children.
- 2- Conducting a study aimed at identifying the relationship between challenge and opposition disorder and hyperactivity disorder and attention distraction.

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