

Identifying Obsessive Compulsive Disorder

Identifying Obsessive Compulsive Disorder at School and learn How to Transform Negative OCD's Features in Positive Aspects for Self development.



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Obsessive-Compulsive Disorder (OCD) is characterized by the constant presence of preoccupations, repetitive behaviours (rituals) and recurrent and persistent thoughts that lead to great suffering and malaise in the child's life.

OCD in childhood appears gradually,

reaching the age group of 6 to 11 years of age, and may be of environmental origin (through daily living with a relative who manifests the disorder) or due to inherent personality traits of the child (extremely perfectionist, anxious, or craving the constant approval of others).

In the school environment, OCD has a strong impact on learning (with declining academic performance, attention and concentration difficulties and, in more extreme cases can cause school dropout). In the daily conviviality of the child with colleagues, it is common for the child to disguise the symptoms of the disorder for fear of being ridiculed or deprecated by the group.

Parents and teachers may also be aware of dermatological problems in the child's hands (due to excessive hand washing), as well as the appearance of skin lesions or abrasions (by constantly scratching,

rubbing, scratching or bruising the area).

There is also a range of behaviours (rituals) manifested by the youth or the child during the school routine that can be a warning sign for educators and professionals who also work in school:



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- Excessive organization of personal belongings such as: notebooks, cabinets, binders, pencils, rubber and pens on the table, backpack position (always the same way)

- ◆ Exaggerated personal hygiene and self-care: constant trips to the bathroom,

- ◆ Frequent hand asepsis (which may result in pain, swelling, rash or bleeding in the hands)
- ◆ Presence of tears, marks or holes in the notebook due to the extreme use of the rubber on the paper
- ◆ Constant reading of the same word or sentence in order to get the impression that the person has fixed well into the memory
- ◆ Too much slowness in the same activity as a result of a perfectionist attitude
- ◆ Abundant (at the end of the lesson) checks of personal belongings on the table or under the desk, in an attempt to make sure that the student has not forgotten anything
- ◆ Refusal to touch the belongings of classmates such as notebooks, pencils, erasers, pens, or even feel

bad when someone manipulates some of their belongings

- ◆ Present repetitive pattern behaviours, such as: walking without stepping on stripes, coloured tiles, counting tiles or cars passing by on the street, intermittent repetition of numbers or syllables that come to the head
- ◆ Opening doors, cabinets, windows, drawers, and other compartments of the classroom without using the fingers (only with one side of the hands or in some cases using one side of the body);
- ◆ Stop eating, sleep, or socialize for weeks in order to memorize all the school matter for a future event (a test, for example) that has not yet happened (not being sure this will happen).

The other side of coin: positive and

peculiar talents of OCD minds:

- ◆ Creativity is in the details: the person with OCD is very dutiful in the development of activities that he / she performs, wishing that everything needs to be very well organized and correct, in the most perfect order.

Extra-class activities involving drawing, plastic arts (such as sculpture and painting), sports, cutting and sewing, cooking, photography, writing composition, learning new idioms or musical instruments can be good examples of practices to relieve anxiety and stress. These are just some suggestions of activities that the person with OCD can perform instead of fixing your thinking over and over again in actions in that would increase even more the obsessions and ruminants thoughts.



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- ◆ Critical and analytical thinking: the detailed observation of the person with OCD makes him / her develops a high ability to think in a critical and thorough manner about a particular action or object. This ability is highly valued in tasks involving leadership and strategic planning whether in work environments or in academic projects, for example.

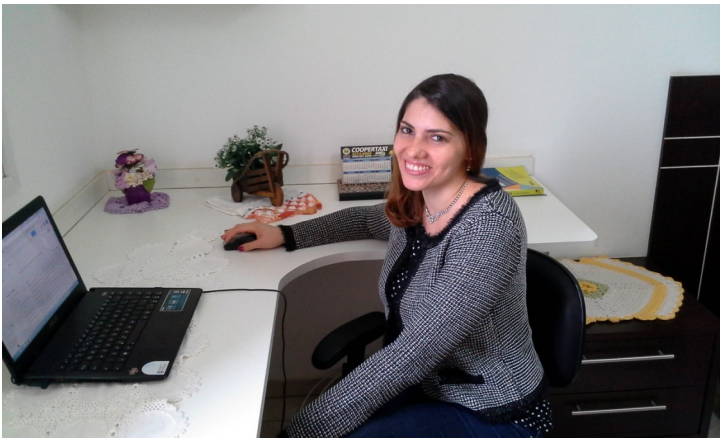


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- ◆ Empathy, solidarity and willingness to help: Being in pain due to a mental disorder or emotional conflict develops in the person a greater sensitivity and attention to the needs of others. Thus, the person is able to put himself in the place of the other person, seeking to understand the other person in order to help her. A good hint of activity to divert the focus from one's own disorder is to help someone in distress or need. Such as volunteering, participating in self-help groups, donating clothing or food for campaigns or social projects.



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AUTHOR BIO

Daniela Silva is a Brazilian educator and independent writer. She holds a BA in Pedagogy from Santa Cecilia University, Brazil, with concentrations in School Management and Business Education; an MBA in Personnel Management from Monte Serrat University Center, Brazil; and a postgraduate certificate in Neuroeducation from Estácio de Sá University, Brazil.

Working with social projects in the area of e-learning and people development since 2009, Ms. Silva is a regular

contributor to several educational websites, writing about teaching practices in the classroom; emotions and learning; evaluation and school planning; learning disorders; homeschooling, brain child development, parenting, Montessori education, andragogy and people training. Additionally, she develops courses and training manuals for teachers and students, and contributes as a mentor in an online platform, answering questions about career plans, college decision, personal development and professional skills.

Working in collaboration with The New Heights Educational Group, Inc., she has just published *Unraveling Reading*, a book on literacy education and learning disabilities in reading and writing.

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