

BEHAVIOR SUPPORT SERVICE MODEL BASED ON SCHOOL ECOLOGICAL POTENTIAL FOR STUDENTS WITH EMOTIONAL AND BEHAVIORAL DISORDERS

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ABSTRACT

The background of this research relates to the presence of students with emotional and behavioral disorders at school in inclusion. They are characterized by severe emotional, behavioral, and social problems that impede access to learning processes and outcomes, so they belong to a group of students with special needs who are eligible to receive accommodation services in the learning process. The primary learning accommodation area for students with emotional and behavioral disorders is behavior building that focuses on the development of positive behaviors. Behavior support is a systematic and procedural framework for services in schools aimed at developing positive behavior and reducing negative behaviors of students. In various studies, implementation of behavioral support is acutely, effectively, and comprehensively stated to improve positive behaviour and access to learning of students with emotional and behavioural disorders. Context-based behavior support services involve supporting a variety of school ecological components that include stakeholder settings, roles, and interconnections. The Ecology model in the context of prevention and management of problematic behavior in schools shows an effort to interconnect teachers, schools, related communities, and communities. The objective of this study is to develop a model of behavior support services based on the ecological potential of the school for students with emotional and behavioral disorders. This model is necessary for the reference of policy managers in schools and teachers to provide accommodative services for the development of positive behaviour in the school of students with emotion and behavioural disorder. This research is a Borg & Gall model development research conducted over two (2) years of research. The first year of the study successfully formulated a prototype model of school behavior support services based on ecological potential for students with emotional and behavioral disorders, based on the results of needs analysis. The research finds a model of behavior support services based on the ecological potential of schools for students with emotional and behavioral disorders that combines conceptual procedures of services with the context of school needs. The model updates included 1) describing the characteristics of students with emotional and behavioral disorders accompanied by simple methods of identification and assessment that teachers can do, 2) providing conceptual and contextual insights into the framework of behavior support based on the ecological potential of the school, 3) presenting procedures for behaviour support services for various levels of problems/emotional and conduct disorder students accompanied by examples and formats of the required instruments. The compulsory excerpt of this 2nd year is an article that has been submitted to the international scientific journal *The Qualitative Report* (indicated scopus Q1). As to the additional external of the 2nd year is a reference book of the model behavior support based on the ecological potential of the school that is in the process of publication in UNY Press and has been registered HAKI with the number EC002023127524, 8 December 2023, and proseding at the 11th International Conference on Educational Research and Innovation (ICERI 2023) which is under publication. The TKT on this study is at level three. (3).

Kata Kunci: *school-based behavior support; students with emotional and behavioral disorders; school ecological resources; inclusive school*