

Behavior Intervention for Students With Emotional and Behavior Disorder in Inclusive Schools

by Aini Mahabbati, Edi Purwanta, Wening Prabawati

ABSTRACT

Behavioral intervention for students with behavior problems is a challenge for teachers and other schools during the Covid-19 pandemic. This research group activity aims to describe the perceptions of teachers and school principals regarding: 1) students with emotional and behavioral disorders, 2) problematic behavior interventions, and 3) implementation of school-based behavioral interventions for students with emotional and behavioral disorders. This study uses a qualitative approach. The subjects of this study consisted of principals, classroom teachers, and special assistant teachers. Data collection techniques are carried out through interviews to determine the perceptions of respondents. The results showed that the respondents' perceptions of students with emotional and behavioral disorders were described in terms of the types, causes, and triggers of problematic behavior. Respondents' perceptions of behavioral interventions are described in terms of objectives, related parties, methods/techniques, monitoring, and collaboration. In addition, respondents' perceptions regarding the implementation of school-based behavioral interventions are described in the objectives, related parties, methods/techniques, monitoring, and collaboration that have been implemented by the school. The conclusion of this study is that the perceptions of teachers and principals regarding students with emotional and behavioral disorders are students who have physically and verbally aggressive behavior, are easily angered, are defiant, destructive, ADHD, break the rules, and have low learning achievement. Teachers' and principals' perceptions of behavioral intervention programs for students with emotional and behavioral disorders aim to teach positive behaviors and reduce problem behaviors. In addition, the implementation of school-based behavioral interventions aims to reduce problematic behavior, teach positive behavior so that students can develop their talents and interests.

Kata Kunci: inclusive school, students with emotional and behavior disorder, behavior intervention, teachers perception