

IDENTIFICATION OF STUDENTS WITH EMOTIONAL AND BEHAVIORAL DISORDERS IN INCLUSIVE SCHOOLS AS A BASIS FOR PROVIDING SERVICES AT SCHOOL

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ABSTRACT

The existence of students with behavioral problems in schools has not been well identified so that services that are in accordance with the special needs of students are less than optimal. The objectives of this study are: 1) describe the demographics of students with emotional and behavioral disorders, 2) describe the forms of problematic behavior in students with emotional and behavioral disorders in inclusive elementary schools. The research method used was a survey to identify students with behavioral problems in inclusive schools. The subjects of this study were students, class teachers, special teachers, and principals. Data collection techniques were emotional and behavioral disorders identification instrument and forum group discussion (FGD). The results of this study are as many as 73.1% of teachers said that in their schools there were students with emotional and behavioral disorders and as many as 86.5% of teachers said that students suspected of EBD in their schools ranged from 1 to 5 students. The forms of problematic behavior that EBD students have in inclusive schools include avoidance or unwillingness to do assignments, easily switching attention or difficulty concentrating, often silent or unwilling to show a desire to speak, hyperactivity, and impulsiveness.

Kata Kunci: *identification, students with emotional and behavioral disorders, behavior problems, inclusive schools*