

Service Model of Behavior Support Based on School Ecological Potency for Students with Emotional and Behavior Disorders

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ABSTRACT

Students with emotional and behavior disorders have the characteristics of severe emotional, behavior and social problems that bother students' learning processes and outcomes. Therefore, intensive school-based behavior support services are needed. Contextual behavior support services involve support for various ecological components of the school. Therefore, it is necessary to develop a behavior support service model as a systematic and procedural framework for developing students' positive behavior. The aim of this research is to develop a behavior support service model based on the ecological potential of schools for students with emotional and behavior disorders. This model is needed as a reference for education authorities, school, and teachers to provide accommodative services for the development of positive behavior of students with emotional and behavior disorders. This research was a Borg & Gall research and development model carried out in two years. This first year's research focuses on needs analysis, planning, and developing a hypothetical model. The data came from a literature study to understand the service model and from FGD involving 20 special teachers and class teachers from 11 inclusive primary schools in Yogyakarta to explore the needs. The results of this first year's research indicate that an ideal service model needs to pay attention to several aspects according to its stages (service planning, student behavior assessment, service implementation with a multi-tier system of support, and monitoring and evaluation of programs and student progress), and underline to the role of the overall school ecological components starts from the closest to students, various other related parties, and their supporting policy roles. Needs analysis findings include: enforcement of assessment systems and procedure to understand students' emotional and behavior disorders and possible comorbidity; define explicit school policies and service procedure; enforcement of the procedure, components, teams, and stakeholders involved; and determining a monitoring system that is procedural, collaborative, and supported by adequate facilities.

Kata Kunci: behavior support services, positive behavior support, school ecological potency, students with emotional and behavior disorders, inclusive school