

CHAPTER I

INTRODUCTION

1.1 Background

The Universal Declaration of Human Rights Article 26 1 says that everyone has the right to education. Also, teachers have to remember that every single child in their classroom is a precious, gifted image of God (Dyk, 1997, p. 139). Rights and obligations walk together. If every student has the right for education, it means they also have an obligation for that education. For example, they have to follow schools policies and they have to follow the school programs in order to get a good education. “Being images of God also means that students are responsible and accountable for their actions. God has established norms and guidelines for our lives” (Van Brummelen, 1998, p. 98).

When the researcher was observing the class, the researcher found that there was one boy in that class who did not follow the rules. He tried to avoid several activities that he should join, often ran away from class and not came back to class after playing outside. His behaviors made the teaching-learning process became disturbed, for the teachers and also for other students. He was not fulfilling his obligation as a student, he took other students’ rights, and also he was not responsible and accountable for his actions. His behavior problem was caused by his special needs condition. First, giftedness which drove him to run away from class when he did not like the activities or was bored with the activities. Second, his sensory seeking disorder which made it difficult for him to stay still when he did not get enough sensory stimulation.

“In classrooms that are motivating, teachers encourage all members of the class to do their best works” (Pugach, 2006, p. 253). The teachers of that class encouraged all the students in their class, and because each student in any teaching-learning setting is unique in that each has a singular learning history comprising knowledge, a mental and emotional disposition toward learning, and a set of strategies that are commonly used to learn (Ashman & Elkins, 2005, p. 86), the teachers use variety of teaching methods with a purpose to cover the students’ uniqueness. But, because this student was a special needs student, it seemed that he needed more, he needed a special and personal treatment to help him following the learning process in the classroom. Like what Wortham (2006, p. 18) in his book said that special needs student’s teacher not only needs to be aware of the adaptations that must be made to accommodate the student in the classroom environment but also must consider how learning experiences can be prepared to include the student’s special learning needs. Knight (2006, p. 210) in his book said that the purpose and goal of Christian education are the restoration of the image of God in each student and the reconciliation of students with God, their fellow students, their own selves, and the natural world. In this case, this student needed to be restored as an image of God and he needed to reconcile with God, the teachers, the other students and also the school rules.

Therefore, the researcher decided to have a research to help the student to manage his behavior problems by applying behavioral intervention, so that he can follow the learning process, do his obligation as a student and be responsible and accountable for his actions as an image of God. But why did the researcher decide to do this research even though it is only one subject? Because like what already

mentioned before, one person is precious, he is an image of God. One problem is still a problem, like one sin is still a sin. It needs to be fixed.

The other reason is because the Bible calls Jesus our great Shepherd (Hebrew 13:20) and our good Shepherd (Psalm 23:1-6). A shepherd guides his sheep, using his rod and staff to nudge them in the right direction. The purpose of the guidance was so that the sheep would go in the direction where they would have food and be safe from danger, by that they would be able to fulfill their intended role (Van Brummelen, 1998, p. 40). God calls teachers to be the shepherd to the students, to accept all students in love, to reach out without understanding, and to guide them into discipleship (Van Brummelen, 1998, p. 67). The Bible also records the parable of the lost sheep in Luke 15:3-7, where the shepherd went after the one lost sheep and when He found it He was very joyful. It is just the same with this research. One is precious. He is worth to fighting for. It also talked about love, as God loves the little child (Matthew 18:1-14). What drove the researcher to do this research is because of love and compassion for that boy.

1.2 Research Questions

Based on the background of the research, the following questions are offered:

- 1) What are the effects of behavioral interventions to manage gifted-sensory seeking disorder student's behavior problems?
- 2) What period of intervention works the best to manage gifted-sensory seeking disorder student's behavior problems?

1.3 Limitations of the study

This research was limited by time, place, school system and people. First, time. This research was conducted in 12 weeks. The observation without intervention was held in the first five weeks and continued with seven weeks of intervention. Secondly, the place of this research was limited to one inclusive class in a private school. Thirdly, this research was limited by the school system that was applied generally to every student and also the special agreement that applied for only one student, the subject of this research. Fourthly, the researcher chose one student as the single-subject of this research, and several informants, such as homeroom teachers, learning support teachers and also parents.

Other limitations of this research are the diagnosis of the student who was describe as a gifted and sensory seeking disorder which should be given by occupational therapist or other professional in this field, but because of the limitation of the family and also limited research time, the researcher cannot obtain formal diagnosis about the student. The researcher used a credible checklist to diagnose the student, as the subject of this research. Finally, the treatments applied and results shown by the subject cannot be generalized to other gifted and sensory seeking student because each gifted and sensory seeking student may react differently even to the same treatment.

1.4 Purpose of the study

The purposes of this research are:

- 1) To explain the effects of behavioral interventions to manage gifted–sensory seeking disorder student’s behavior problems.

- 2) To know the period of intervention that works the best to manage gifted-sensory seeking disorder student's behavior problems.

1.5 Significance of the study

This research has significance for:

1.5.1 For the student

This research help the student as the subject of this research to manage his behavior, especially at school, because this research implemented interventions that can help the student manage his behavior problems.

1.5.2 For the parents

This research informs parents about what happened with their child and how to help their child to manage his behavior by applying the behavior plan.

1.5.3 For teachers

This research helps teachers to manage the gifted-sensory seeking disorder student's behavior problems in their class so that the teaching-learning processes become more effective. Also, this research gives teachers ideas that may be used for other students in the future.

1.5.4 For the researcher

This research helps the researcher to think more critically and sensitively to see a problem and look for a solution. This research also encouraged the researcher to learn deeply about special needs education, especially about a gifted and sensory seeking disorder student, which is a common but unfamiliar disorder, and also to learn about research methods more deeply. This research also helps the researcher to be brave and confident in doing the research and write the results.

1.5.5 For further study

This research motivates other the researchers to find out other alternatives or interventions and methods in educating students with special needs, especially in gifted and sensory seeking students. Also to encourage other the researchers to do better than this research by studying what the researcher has already done in this research.

1.6 Definition of terms

1.6.1 Behavioral Interventions

Behavioral interventions are procedures to change what students do through either engagement in pleasant activities, teaching new skills, direct instruction in problem solving or the manipulation of antecedents and consequences (Kauffman, Mock, Tankersley, & Landrum, Reinemann & Schnoebelen, Maag, Bowen, Jenson & Clark)

1.6.2 Giftedness

Giftedness is a personal characteristic a child has which allows the child to interact with the environment with remarkably high levels of achievement in multiple manifestations (Roeper, Macintyre, Yewchuk & Lupart, and Pfeiffer & Blei).

1.6.3 Sensory Seeking Disorder

Sensory Seeking Disorder is a condition when a child requires unusual or intense amounts of stimulation compared to other children and never seems to get enough of certain sensations, because the nervous system is not registering the sensations and needs more input (Delaney, Garland, Kranowitz).

Sensory Seeking Disorder is part of Sensory Modulation which is under Sensory Processing Disorder. Sensory Processing Disorder (SPD) the difficulty of the child's nervous systems to integrate information received through the senses in order to function smoothly in daily life that affects the child's behavior and influences his/ her life holistically (Kranowitz, Levingston, Delaney).

1.6.4 Behavior Problem

Behavior problem in a classroom is any action that deviate appropriate classroom behavior, that action disrupt the activities of the teacher or of other students or is psychologically or physically unsafe (Scarpaci, Feldhusen, Shrigley, Emmer & Colleagues).