

TABLE OF CONTENT

THESIS COVER

ORIGINALITY STATEMENT OF THESIS

THESIS SUPERVISOR'S APPROVAL

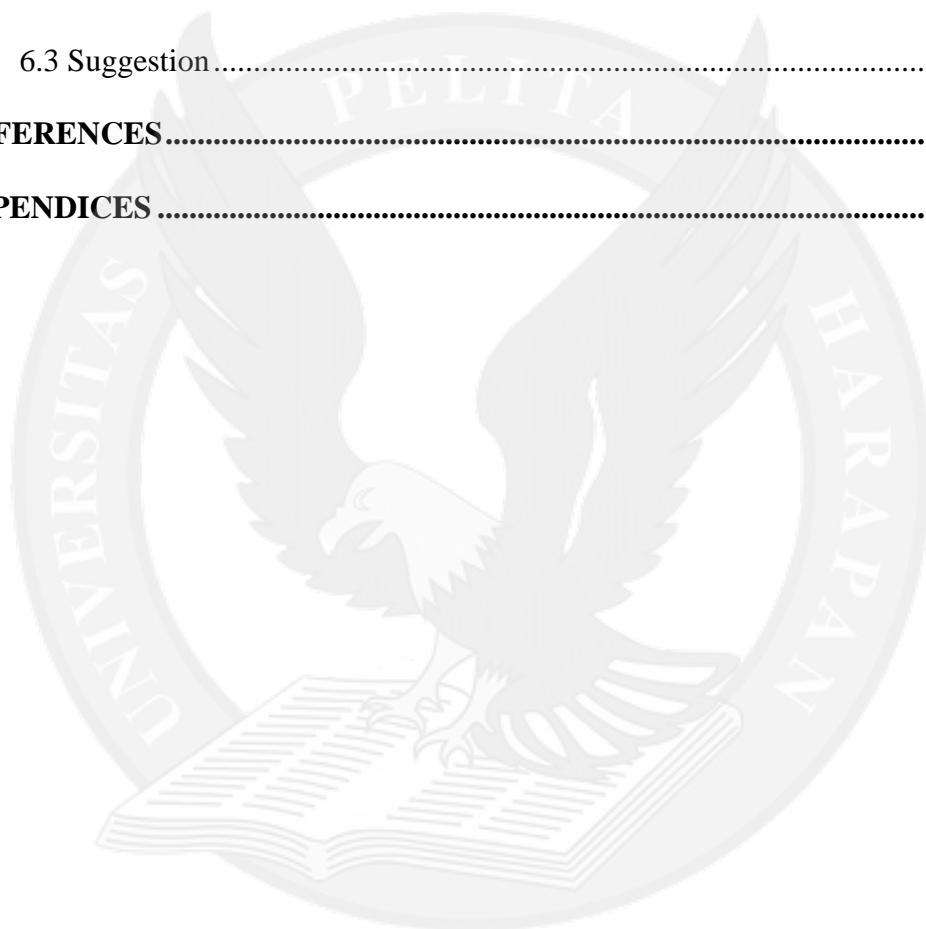
THESIS EXAMINATION COMMITTEE

ABSTRAK.....	v
ABSTRACT	vi
ACKNOWLEDGEMENTS.....	vii
TABLE OF CONTENT	ix
LIST OF FIGURES	xiii
LIST OF TABLES	xiv
LIST OF APPENDICES	xv
CHAPTER I.....	1
1.1 Background	1
1.2 Problem Identification.....	5
1.3 Problem Limitation	6
1.4 Research Questions	6
1.5 Research Objectives	7
1.6 Research Benefit	7
1.7 Research Systematic Writing	8

CHAPTER II.....	11
2.1 Inclusive Education in Early Childhood	11
2.2 Awareness	12
2.2.1 Teachers' Awareness	14
2.3 Adaptability.....	15
2.3.1 Adaptation in Cognitive Development	15
2.3.2 Teachers' Adaptability	16
2.4 Classroom Management.....	18
2.4.1 Sensory Circuit Program.....	20
2.5 Awareness and Adaptability to Classroom Management	29
2.5.1 Teachers' Awareness and Adaptability of Sensory Circuit Program.....	30
2.6 Previous Studies	31
2.7 Thinking Framework.....	34
CHAPTER III	37
3.1 Research Design.....	37
3.2 Time, Place, and Research Participant	39
3.3 Research Setting.....	40
3.4 Data Collection Procedure	41
3.4.1 Observation	41
3.4.2 Interview	42
3.4.3 Documentation	45
3.5 Data Analysis	45
3.6 Data Validity (Triangulation).....	47

CHAPTER IV.....	48
4.1 School Profile.....	48
4.1.1 Educational Standard	49
4.1.1.1 Practice of Inclusive Education.....	49
4.1.1.2 Special Needs Students in XYZ School.....	51
4.1.1.3 School and Parents Involvement.....	52
4.1.2 Sensory Circuit Program	53
4.2 Data Display and Research Findings	54
4.2.1 Support teachers' awareness of the sensory circuit program and its effect on classroom management of special needs students' behavior problems	54
4.2.2 Support teachers' adaptability in the use of sensory circuit program as classroom management for students with special needs' misbehavior	61
4.2.3 The involvement of sensory circuit program in improving support teachers' awareness and adaptability	68
CHAPTER V	72
5.1 Support teachers' awareness of the sensory circuit program and its effect on classroom management of special needs students' behavior problems	72
5.1.1 Characteristics and Behavior of Special Needs Students.....	72
5.1.2 Misbehavior Control	73
5.1.3 Sensory Circuit Program	75
5.2 Support teachers' adaptability in the use of sensory circuit programs as classroom management for students with special needs' misbehavior	77
5.2.1 Managing Behavior	78
5.2.2 Implement New Method or Improvised Treatment	79
5.2.3 Sensory Circuit Program	81

5.2.4 Work in Team	84
5.3 The involvement of sensory circuit program in improving support teachers' awareness and adaptability	87
5.4 Limitation of the Research.....	89
CHAPTER VI.....	90
6.1 Conclusion	90
6.3 Suggestion.....	94
REFERENCES.....	96
APPENDICES	1



LIST OF FIGURES

Figure 2.1 Sensory Integrative Process	24
Figure 2.2 Thinking Framework	36
Figure 2.3 SEN Admission Process	52



LIST OF TABLES

Table 2.1 Sensory Alerting Activities	26
Table 2.2 Sensory Organizing Activities	27
Table 2.3 Sensory Calming Activities.....	28
Table 3.1 Participants' Profiles	40
Table 3.2 List of Interview Questions.....	44
Table 4.1 Other Informants	55
Table 4.2 Other Informants	57
Table 4.3 Increase understanding of the program.....	60
Table 4.4 Initial interview- Implement a new method or improvised treatment ...	64
Table 4.5 Final interview- Implement a new method or improvised treatment....	65
Table 4.6 Work in team.....	68
Table 4.7 Sensory Circuit Program Activities	69
Table 4.8 Sensory Circuit Program in XYZ School	69
Table 4.9 Observation Notes.....	70

LIST OF APPENDICES

Appendix A: Documentation	A-1
Appendix B: Observation Field Notes	B-1
Appendix C: Interview Transcripts.....	C-1
Appendix D: Letter of Approval of Research.....	D-1
Appendix E: Turnitin Result	E-1
Appendix F: Curriculum Vitae	F-1

