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Behaviour Modifications of Special Education Needs Student Visual Impairment

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Abstract

The time-out technique in the behavior management strategy is where the teacher isolates students who have behavioral problems from their community, i.e. with other classmates. This technique is often and easily practiced by teachers in the classroom. Teachers are encouraged to use this technique because this time-out technique does not involve physical contact that may result in injury to students. Pupils with special needs can also understand the concept and purpose of this technique easily without a long and complicated explanation from the teacher. Pupils with special needs can easily understand this concept of isolation when they see other classmates far away and doing fun activities. Pupils who are subject to time-out will feel isolated if they are not involved in activities carried out by the teacher and other classmates. This isolation will have an effect on students with special needs. Pupils with special needs will avoid repeating the negative behavior that causes this isolation to repeat itself. The teacher only needs to explain the negative behavior of the student with special needs and the student can more easily understand the effects of the behavior.

Keywords: Behaviour Modifications, Special Education Needs Student, Special Education, Visual Impairment, Economic Token

Introduction

During the time-out, students with special needs can reflect on the behavior that has been done. Pupils with special needs can evaluate the effects of the behavior shown. The teacher gives the opportunity and space to the student with special needs to independently evaluate the behavior shown by him. This self-evaluation is important to raise the awareness and sensitivity of students with special needs towards each behavior shown. This time-out also gives students with special needs the opportunity and space to calm down. In tantrums, a period of calm is important to prevent students from doing things that could hurt themselves or others. Students can take this time to calm down and be away from other friends. This isolation is effective in preventing unwanted things from happening (Nordin & Alwi, 2022). Pupils with special needs can also control their emotions during this isolation.

In general, MBPK often shows problematic behavior. Among them, they often disrupt PdPc sessions in class by interrupting while the teacher is teaching. Therefore, teachers need to find a suitable and interesting method for MBPK like this so that the class atmosphere is always in a state of harmony. A sample of a MBPK in a school located in Seremban, namely Adam Haykal Abdullah where he is a slow learner who is very weak academically. I think that this student is disruptive/interrupting during the PdPc session because he wants attention but he doesn't know that his attitude is not liked by the teacher and other friends.

Literature Review

Therefore a positive reinforcement in the form of a token was designed for him where a chart was constructed and pasted on the classroom wall. This token chart is planned for a period of 6 weeks. Since this MBPK likes praise, gifts and appreciation, the teacher will convert the token into a gift. The teacher has called Adam and told him that if he does not disturb the class and behaves well during the PdPc session, a star-shaped token will be given and attached to the chart. This process took place for only 6 weeks and Adam Haykal has shown positive changes (Mosbiran et al., 2021).

In the first week Adam only earned 2 stars for 5 days of school. In the second week Adam has obtained 3 stars, while for the third week Adam has already shown an even better improvement where he has achieved as many as 4 stars for the period of 5 school days. The class atmosphere is more harmonious and Adam only answers questions if the teacher asks him. As a class teacher, I congratulate Adam Haykal because there has been a good change in him. The teacher promised him that if for the next 3 weeks Adam could keep one star every day, the token would be replaced with the picture story book Adam wanted. At the same time the teacher has promised that he will take Adam to the kitchen room to see the intermediate level MBPK making bread because Adam always mentions that he really wants to go to the kitchen room to see his friends making bread (Jaya et al., 2021). Entering the fourth week, Adam Berjaya got 5 stars and so on until the sixth week. Adam has shown a very noticeable change during the PdPc session. Adam had earned a total of 24 stars for the 6-week period and the teacher had turned those star tokens into a picture story book and took Adam to the kitchen room to watch his friends make bread.

Discussion

Children who are still learning are not yet able to distinguish between good and bad things effectively. When teachers or parents only give negative reactions to children, then many risks and bad effects will occur. Among the effects that will occur are related to a child's self-concept, self-confidence, and self-efficacy. The concepts will become weak, become aggressive, children will behave rudely, as well as experience disruption in development, and it is possible that a child will experience a mental disorder when continuously receiving mental or even physical violence (Alwi & Nordin, 2022). This is because children also need to be appreciated, just as adults feel the need to be appreciated for their work or good behavior (golden rules), so children also want to be appreciated by being given appreciation. Thus, economic tokens are a very good technique in educating children to behave appropriately.

In managing behavior, especially problematic behavior among students with special educational needs (SEN), economic tokens are often used because it is an intervention technique to reduce unwanted negative behavior (Nordin et al., 2022). When a MBPK person shows problematic behavior such as not completing the given task, the problematic behavior can be changed to the desired behavior which is completing the task because the student has the motivation to get the token. Motivation to change behavior is obtained by students because the tokens obtained can be exchanged for backup reinforcers in various forms of attractive rewards. This coincides with the purpose and goal of economic tokens implemented, which is to strengthen the desired behavior towards students.

In addition, economic tokens are used in behavior modification because it is a management system that involves agreement between teachers and students on the target behavior that will be reinforced. Pupils are given tokens immediately when positive behavior is shown. These tokens are then exchanged for a reward or gift that the student likes. Tokens can be earned or collected according to behavior that gives students the opportunity to behave appropriately and be given appreciation for every good thing done (Bin Shafie et al., 2022). Clearly, the "reinforcement" system for planned behavior can be applied and managed by using the economic token system.

The strategy chosen to change the behavior of students with Special Education Needs (SED) is positive reinforcement. This strategy is seen to be effective in changing the behavior of MBPK because those who are born special need more attention and love than other normal students. Among the examples of positive reinforcement that teachers often do to MBPK students when the Pdpc session is implemented is giving verbal rewards such as words of praise when a student can complete a given task perfectly and shows commendable behavior. The praise received is very meaningful and can increase the student's self-confidence to face friends and teachers. Usually passive students who are quiet have low self-confidence because they are not brave and afraid to speak up and express their opinions or views because they are worried that the opinion is wrong and will then be scolded by the teacher (Bin Nordin et al., 2022). In addition, these passive students also have a high sense of shame because they are afraid of being laughed at by their friends when they make mistakes.

When the teacher implements this positive reinforcement strategy, it can be seen to change the behavior of passive students who are quiet and become more confident to speak up and give opinions when asked. In addition, when this student often receives praise from the teacher and makes him an example in the class can help reduce his shyness to interact with

other friends. So this positive reinforcement in the form of praise succeeds in changing the student's behavior into good behavior. Positive reinforcement such as rewards are often used to increase student motivation and performance. Social rewards such as praise can increase the probability for students to repeat good and desired behaviors. The use of this technique is focused on the good that a student does. With praise given, students feel appreciated and more enthusiastic to do the same behavior. Teachers are encouraged to increase the reward of praise in the classroom openly in front of other peers and also privately to certain students. It is seen to be able to motivate not only individuals, but also groups (Mizan et al., 2021).

Conclusion

In the context of behavioral problem modification, one of the causes of behavioral problems is due to the need for attention. Sometimes, students misbehave because their presence is only noticed if they do something bad. For example, students are reprimanded or looked at if they run, climb, etc. However, they are not "seen" if they walk well, sit in a chair, etc. So, to get the teacher's attention, the behavior shown is with negative behavior. The same context can be seen from a baby, the mother will probably let the baby play alone if the baby is in a calm and good condition. To get attention, the baby will cry and immediately the mother will come to give attention.

Therefore, the behavior shown by the teacher also affects the behavior of the students. Therefore, teachers are encouraged to give praise if students behave better than usual, whenever it is visible. For example, if a student is a person who likes to run around in class and at that time, the teacher sees the student walking well, the teacher should praise "You are good at walking well, the teacher likes it". If a student often likes to shout, but at that time the teacher sees the student speaking in a low tone, the teacher should also praise "the teacher likes you to speak slowly like this. Your voice is good". This technique can enlighten the students that the good behavior they are doing now is good behavior and desired by the teacher, as well as increasing the probability for the students to repeat this good behavior. Other social compliments such as saying "Good job, Well done" can also be practiced in completing a task or just by showing effort. It can give enthusiasm to students to complete or try to complete the next tasks. This reward reinforcement was chosen because this technique is an evidence-based practice and it provides long-term results, although it requires more energy and time to ensure this technique is successful. Consistency is very necessary in practicing this technique.

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