

PENYIMPANGAN TKLK (MENURUT BEBERAPA PANDANGAN)

PANDANGAN	DASAR PENETAPAN	PERMASALAHAN
STATISTIK	GEJALA YG MUNCUL PADA POPULASI TERTENTU MENYIMPANG : DILUAR GEJALA UMUM / RATA-RATA	TEPAT UTK : IQ, TG & BRT BADAN KURANG TEPAT UTK BBRP HAL SIFATNYA NORMATIF
PATHOLOGIS	MUNCULNYA GJL AKIBAT SAKIT	BLM TENTU KRN SAKIT TDK MENYIMPANG : BUKAN TDK ADA GEJALA SAMA SEKALI --KONTINUM : MATTER OF DEGREE (DOMINANT & CONTINOUS)
SOSIAL	MELANGGAR NORMA YANG BERLAKU, TDK BOLEH DIBIARKAN	RELATIF : SUBYEKTIF & OBYEKTIF TERGANTUNG REAKSI SOSIAL Matter of degree ?
YURIDIS	ATURAN HUKUM ASAS LEGALITAS	KADANG TDK SELARAS DGN ATURAN SOSIAL BANYAK YG BLM TERUMUSKAN
UTOPIIS / IDEALISTIK	KESEMPURNAAN / PERFECT	TIDAK ADA YANG SEMPURNA, PALING MENDEKATI
EKOLOGIS	KESESUAIAN ANT TUNT LING DNG PUAN ANAK	TUNTUTAN KD TIDAK SESUAI PUAN
PERKEMBANGAN	PERKEMBANGAN NORMAL TUGAS PERKEMBANGAN	TDK MEMPERHITUNGGAN HAMBTAAN BELAJAR, AKIBAT KONDISI TERTENTU PADA ANAK.

KESIMPULAN

**RELATIF, TERGANTUNG DR MANA MEMANDANG – HRS HATI-2. PENETAPAN HRS JELAS DASARNYA.
SECARA UMUM : PERHATIKAN KUANT, KUAL, MDH TDKNYA DIPENGARUHI.**

AHLI	DEFINISI
Graubard, 1973	<p>Behavior disabilities are defined as a variety of excessive, chronic, deviant behavior ranging <i>from impulsive and aggressive to depressive and withdrawal</i> act (a) which violate the perceiver's expectation of appropriateness and (b) which the <i>perceiver</i> wishes to see stopped.</p>
Kirk, 1962	<p>A behavior deviation is that of a child which (a) has detrimental effect on his development and adjustment and/or (b) interferes with the lives of other people.</p>
Haring, 1963	<p>One who because of organic and/or environmental influences, chronically displays:</p> <ul style="list-style-type: none"> (a) inability to learn at a rate commensurate with his intellectual, sensory motor and physical development, (b) inability to establish and maintain adequate social relationship, (c) inability to respond appropriately in day to day live situations, and (d) a variety of excessive behavior ranging from <i>hyperactive</i>,
Woody, 1969	<p>The child who cannot or will not adjust to the socially acceptable norms for behavior and consequently disrupts his own academic progress, the learning effort of his classmates, and interpersonal relations.</p>

<p>Hobb (1975)</p>	<p>Emotional disturbance is a generic term referring to condition ranging from mild and temporary reactions to profound and prolonged disability. There are numerous related term: adjustment problem of childhood, behavior disorder, mental illness, neurosis, childhood schizophrenia, infantile autism. In each instance, what is observed and classified is the child's behavior, although inferences are frequently made about underlying physical or psychological processes..</p>
<p>Bower and Lambert (1971)</p>	<p>Emotional disturbance as the involvement of a youngster in one or more of following behavior patterns.</p> <ol style="list-style-type: none"> 1. <i>An ability to learn which cannot be traced to other factors;</i> 2. <i>An ability to relate satisfactorily with peers or adults'</i> 3. <i>Inappropriate reactions to normal stimuli and events;</i> 4. <i>Pervasive unhappiness;</i> 5. <i>The development of physical symptoms as a frequent response to stress.</i>
<p>Pate, 1963</p>	<p>A child is disturbed when his behavior is so inappropriate that regular class attendance (a) would be disrupting for the rest of the class, (b) would place undue pressure on the teacher, or © further the disturbance of the pupil.</p>

Whittaker, 1975

1. *Poorly developed impulse control* – low frustration tolerance, inability to delay gratification, disruptive outbursts, temper tantrum, aggression as characteristic way to deal with problem, propensity for “contagion”
2. *Low self-image* – view of self as bad or stupid or trouble, fatalistically negative view of future, lack of success experiences, etc.
3. *Poorly developed modulation of emotion* – inability to deal appropriately with own or others feelings, difficulty in expressing and/or understanding emotions, emotional instability.
4. *Relationship deficits* – fear of closeness and of adult, avoidance of contact, overdependence on others, manipulation of others, over demandingness, difficulty in entering peer groups, lack of social skill, stereotypic reaction to others.
5. *Family pain and strain* – upsets in family system, guilt, divided loyalties, parental effect on children and children’s impact on parents.
6. *Special learning disabilities* – specific problem in learning of undeterminating origin, negative academic and/or interpersonal school experiences, etc.
7. *Limited play skills* – limited repertoire and overload on one or two activities, inability to play alone or in group, behavioral disruptions, etc.

Defines Serious Emotional Disturbance in the following way:

Seriously Emotional Disturbed is defined as follow:

1. The term mean a condition exhibiting one or more of the following characteristics over a long period of time and to marked degree, which adversely affects educational performance.
 - (a) *an inability to learn which cannot to explained by intellectual, sensory, or health factors*
 - (b) *an inability to build or maintain satisfaction interpersonal relationship with peers and teachers*
 - (c) *inappropriate types of behavior or feelings under normal circumstances*
 - (d) *a general pervasive mood or unhappiness or depression, or*
 - (e) *a tendency to develop physical symptoms or fears associated with personal or school problems.*
2. The children include children who are schizophrenic or autistic. The term does not include children who are socially maladjusted, unless it is determined that they are seriously emotionally disturbed. (Apter)

Apa bedanya?

- BEHAVIOR PROBLEM
- BEHAVIOR DISORDER
- BEHAVIOR DEVIANT
- CONDUCT DISORDER
- BEHAVIOR DISABILITY
- BEHAVIOR MALAJUSTED
- BIPOLAR DISORDER
- ADJUSTMENT DISORDER
- DISRUPTIVE BEHAVIOR