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EMOTIONAL DISTURBANCE OF CHILDREN IN NEED OF SPECIAL EDUCATION VISUAL IMPAIRMENT

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Abstract

Compared to changes that occur externally such as behavior, internal changes including a person's emotions appear as aspects that are more difficult to detect. In other words, emotional disorders in students with special educational needs are less often surveyed compared to their behavioral problems. Indeed, emotional disturbances in students have a significant impact on themselves as well as other individuals in a class. In general, the American Psychological Association (APA) defines emotion as a complex response pattern that involves elements of experience, behavior and physiology where emotions can bring physical and psychological changes that affect thinking and behavior. Therefore, emotions can appear as information to guide how a person interacts with the world through restricting or broadening behavior based on the situation. Directly, obstacles that appear in the emotional development of children in the form of emotional disorders affect them both externally and internally.

Keywords: special education, visual impairment, education, emotional management, concept

Introduction

Emotional disturbances occur as a result of a person not being able to achieve balance or harmony in himself towards an emotion that occurs. This disorder is usually either due to a negative experience of emotions or the emergence of an emotion that is poorly recognized let alone controlled. According to the study of Gupta et al. (2020), children categorized as having special needs including those diagnosed with hyperactivity, learning problems, autism, and intellectual and developmental disabilities usually have low levels of emotional intelligence. Emotional intelligence includes four dimensions which are recognizing emotions, using or reasoning emotions, understanding emotions, and managing emotions (Panneerselvam & Sujathamalini 2014). Others said, MBPKP can experience difficulty or delay in recognizing and understanding emotions. This makes them have a higher frequency in facing emotional disturbances compared to other students who have normal emotional development.

Emotional Disturbance of Children in Need of Special Education

Previous researchers have conducted studies on emotional disorders in individuals with special needs including MBPKP. In a study that assessed emotional functioning in individuals with high-functioning autism spectrum disorder (ASD) and Asperger's syndrome, 27 adults with the disorder and the syndrome were selected along with 27 typically developing adults as study participants, finding that individuals with ASD and the syndrome Asperger has a higher level of negative emotions in the aspect of emotional experience as well as having greater difficulty in identifying and describing their emotions in the aspect of emotional labeling when compared to individuals of normal development (Samson, Huber, & Gross 2012).

This finding is consistent with the study of Mayes et al. (2011) who involved children with ASD to assess anxiety, depression, and irritability among children found that children with autism reported experiencing higher levels of anxiety and irritability in addition to the presence of depression found in them. In addition, Graziano et al. (2013) have conducted a study of emotions in children with attention deficit hyperactivity disorder (ADHD) by testing whether top-down and bottom-up control processes can differentiate children with ADHD who show aggression that co-occurs with/or internal symptoms. Findings show emotional reactivity, which refers to the tendency to experience frequent and tense emotional awakenings, is related to ADHD symptoms, especially with aggressive symptoms that occur together (Graziano et al. 2013).

However, it cannot be denied that both aspects of emotional disturbance and behavioral problems are often linked together in studies. In Hassan's (2015) study which was conducted to find out the emotional and behavioral problems of children with learning disabilities, the findings showed emotional and behavioral problems among these children including thinking problems, lack of concentration, activity, interaction, and self-confidence, as well as lowering self-esteem in addition to sadness, confusion and emotional disturbances, aggression, phobias, and anxiety. However, the difference in emotional and behavioral problems among children with learning disabilities is based on the type of learning disability (Hassan 2015). In relation to emotional disorders, an action to reduce or overcome the disorders has been emphasized, which is emotional management. Emotional management in MBPKP refers to the process of

reducing the distraction from an emotion that triggers an issue, whether it is a negative or positive emotion that appears in the student. The topic of emotional management in individuals with special needs has been discussed from different aspects in past studies.

The study of Cai et al. 2018 summarizing previous studies on emotion management among the general population and individuals with ASD supports the finding that individuals with autism experience more disturbances in emotion management, show a less adaptive pattern in the use of emotion management strategies, and a higher tendency in internalizing issues and externalities compared to typical developmental individuals. At the same time, a study that aims to provide a conceptual and methodological framework in understanding emotional management affected in ASD individuals by Mazefsky et al. (2013) found that the understanding of emotion management in adolescents with ASD is still poorly understood but suggested that poor emotion management may exist in ASD and is linked to socioemotional and behavioral problems in this population.

In addition, the issue of emotional management among MBPKP was further revealed through a study that examined the difficulty or disorder of emotional management among boys with defiant disorder or conduct disorder (ODD/CD) when compared to the control group, which findings showed that dysregulation and emotional disturbances are important problems among children with the mentioned disorders but these problems are not self-aware among these children (Schoorl et al. 2016). A study by Samson et al. (2014) who studied the relationship between dysregulation or disturbance in emotional management with the core features of ASD by involving children and adolescents who experienced the disorder and those who did not, also found that children and adolescents with ASD showed dysregulation and disturbance in management higher emotions and this is related to all the core features of the disorder.

Next, the study of Samson, Huber, and Gross (2012) which has discussed findings about emotional disorders also contributed findings about emotional management, that is, individuals with high functioning ASD or Asperger's syndrome use reappraisal with less frequency than individuals of typical development and show the level of reappraisal lower self-efficacy. Accordingly, Berkovits, Eisenshower, and Blacher (2016) have tested the stability of emotional management and the relationship with other aspects of children's functioning in their study and found that dysregulation or disorder of emotional management exists stably and is related to social and behavioral functioning as well as IQ level.

At the same time, the study of Cibralic et al. (2019) who synthesized 15 previous articles that studied emotional management in ASD children suggested that children with ASD have weaker emotional management abilities than typically developing children and are more dependent on others to manage their emotions. With that, the interests of other parties, especially the closest adults such as parents and teachers, should be taken seriously in emotional management for MBPKP. Indeed, the study of Spilt et al. (2021) who evaluated the quality of the emotional dialogue between teachers and children about past emotional events and tested the relationship between children's behavior and the quality of the teacher-child relationship reported that teacher dialogue with children about past emotional events in special

education can help children manage their emotions through an understanding of the child's own emotional and behavioral disorders.

Discussion

Kajian Mainhard et al. (2018) pula telah menggariskan kepentingan guru terhadap emosi yang dialami oleh murid dalam kelas, di mana emosi murid boleh terjejas dengan cara penyesuaian yang dilakukan oleh guru terhadap setiap murid. Hal ini berkait rapat dengan tahap pengetahuan seseorang guru pendidikan khas terhadap MBPKP yang berada di sesebuah kelas. Dalam pada itu, pengetahuan dan pemahaman yang tepat berkenaan dengan keadaan murid khususnya dari segi emosi membolehkan guru berdepan dengan setiap murid dengan cara yang sesuai. Hal ini adalah penting dalam menjalinkan hubungan yang positif dan rapat antara guru dengan murid, yang mana dianggap penting untuk perkembangan emosi, akademik dan sosial murid-murid (Ewe 2019) terutamanya untuk murid yang berkeperluan khas (Archambault et al. 2017; Crum, Waschbusch, & Willoughby 2016). Walau bagaimanapun, kajian tentang hubungan antara guru dengan murid berkeperluan pendidikan khas serta kepentingan dan hubungan kedua-dua pihak ini adalah terhad (Prino et al. 2016; Rogers et al. 2015).

In addition, Quinlan (2016) concluded that emotions are an important aspect of relationships and has been supported by the study of Hagenauer, Gläser-Zikuda, and Volet (2016) that emotions and relationships are closely related. Emotional disturbances that occur among MBPKP can interfere with the development of a positive relationship with the teacher, especially when the teacher's knowledge about the students' emotions is limited. As evidence, the findings of Ewe's (2019) study show that ADHD students generally feel less close to their teachers compared to other non-ADHD friends while teachers also experience more conflict in their relationships with ADHD students compared to students with typical development.

Conclusion

Pupils can experience various types of emotions while at school, either positive emotions such as joy, excitement, desire to know, pleasure, pride, and relief or negative emotions such as consistency, sadness, boredom, anger, anxiety, and shame (Çetin, Mustafa, & DOĞANAY 2021; Lei, Cui & Chiu 2018). Previous studies have found that student emotions are related to teacher support (Lei, Cui & Chiu 2018; King, McInerney & Watkins 2012; McMahon, Coker & Parnes 2013; Liu et al. 2016). Teacher support can exist in different forms, for example encouragement and guidance, which are largely based on the teacher's level of knowledge about his students. Pöysä et al. (2018) in their study showed that emotional support in the classroom is positively related to students' emotional involvement and help-seeking. In the context of special education, when teachers successfully detect and understand the emotions experienced by MBPKP, support can be done by guiding students to recognize emotional disorders that take place and manage them through appropriate emotional management strategies.

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