ABSTRACT

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Psychoeducation for Improving Emotional Regulation in Children with Mental Retardation

Page 101 : 5 Table

Bibliography 35 (1993-2011)

Mental retardation is a child with intelligence capabilities under 70 and accompanied by constraints in adaptive behavior. One form of such adaptive behavior is that sometimes they have trouble expressing what he feels is right. The purpose of this study is to provide psychoeducation to introduce emotion regulation in children Mental Retardation. Psychoeducation is obtained information about types of emotions that are not known to the child, the cause of the emotions arousal, as well as the physical changes that occur in a persons way of expressing his feelings. By psychoeducation, mild Mental retardation children are taught not only to understand others and how to deal with them when they are showing their emotion.

Respondents in the study were children with mild Mental Retardation mild. The research method used was a qualitative approach to the type of case study. Provision of psychoeducation is performed 10 sessions and the duration of each session is 30-40 minutes. Result of the provision of Mental Retardation psychoeducation in children can indicate a change of bodily aspect of arousal, cognition and behavior Expressed. Psychoeducation can be provided through video, pictures, games, role-play and discussion. Before the intervention given the two subjects seem not to understand the changes that occur in the body when emotions arise, the causes of emotions arise and assess a situation occurs, but it is different after being given psychoeducation. Both subjects seem quite understand the emotions that arise in everyday life. They also develop the skills bit by bit in the control and expression appropriate to the situation. The difference between these two subjects is the support of his parents. Two parents on the subject to be able to provide great support to introduce regulation of emotions to their children compared with parents of the first subject.

Keywords : Mental Retardation , Emotional , psychoeducation