

ABSTRACT

Child-Centered Play Therapy to help decrease disruptive behaviors in a gifted child during middle childhood Ariyanto Yanwar, S. Psi. (717141006) Riana Sahrani, Dr., M.si., Psi. Soemiarti Patmonodewo, Dr., Psi. Tarumanagara University 152 pages + 43 appendix + 4 tables

Previous studies have revealed that some of characteristics of gifted children are perceived as negative by the environment and are at risk of developing into significant disruptive behavior problems. CCPT is designed to help children reach their selfexpression and self-actualization in the context of play thus children are expected to find new insights in dealing with problems. The purpose of this study is to review the use of Child-centered play therapy in reducing disruptive behavior in a gifted child in middle childhood. This study is a single case experiment with A-B-A design in which one participant with the specific criteria of a child going through middle-childhood age that is gifted and is currently showing disruptive behavior problems is used. The main instrument is Disruptive Behavior Checklist with qualitative methods are used as support. This measurement is adopted from Atmodiwirjo, Soetikno, and Wijaya (2013) which measures three dimensions of disruptive behaviors: Peer Callous (PC), Adult Reactive (AR), dan inattentive – Impulsive - Overactive (IO). Evaluation is done on three settings, at school, at home, and at church. The result reveals that ChildCentered Play Therapy is effective in decreasing disruptive behavior in a gifted child going through middle childhood as seen by the final score of the questionnaire (PC = 0, AR = 0, IO = 0).

Keywords : disruptive behavior, gifted child, middle childhood, Child-centered Play Therapy.