



**Universitas Negeri Surabaya**  
**Faculty of Education,**  
**Special Education Undergraduate Study Program**

Document Code

**SEMESTER LEARNING PLAN**

<b>Courses</b>	<b>CODE</b>	<b>Course Family</b>	<b>Credit Weight</b>	<b>SEMESTER</b>	<b>Compilation Date</b>																																										
Assessment of Children on the Autism Spectrum	8620203020		T=3 P=0 ECTS=4.77	6	July 18, 2024																																										
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>		<b>Study Program Coordinator</b>																																										
	.....		.....		Dr. H. Pamuji, M.Kes.																																										
<b>Learning model</b>	Project Based Learning																																														
<b>Program Learning Outcomes (PLO)</b>	<b>PLO study program that is charged to the course</b>																																														
	<b>Program Objectives (PO)</b>																																														
	<b>PLO-PO Matrix</b>																																														
		P.O																																													
<b>Short Course Description</b>	<b>PO Matrix at the end of each learning stage (Sub-PO)</b>																																														
		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td rowspan="2" style="width: 5%; text-align: center;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 5%; text-align: center;">1</td> <td style="width: 5%; text-align: center;">2</td> <td style="width: 5%; text-align: center;">3</td> <td style="width: 5%; text-align: center;">4</td> <td style="width: 5%; text-align: center;">5</td> <td style="width: 5%; text-align: center;">6</td> <td style="width: 5%; text-align: center;">7</td> <td style="width: 5%; text-align: center;">8</td> <td style="width: 5%; text-align: center;">9</td> <td style="width: 5%; text-align: center;">10</td> <td style="width: 5%; text-align: center;">11</td> <td style="width: 5%; text-align: center;">12</td> <td style="width: 5%; text-align: center;">13</td> <td style="width: 5%; text-align: center;">14</td> <td style="width: 5%; text-align: center;">15</td> <td style="width: 5%; text-align: center;">16</td> </tr> </table>														P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
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<b>References</b>	<p><b>Main :</b></p> <ol style="list-style-type: none"> <li>1. American Psychiatric Association. 2013. Diagnostic and Statistical Manual for Mental Disorders 5th ed DSM 5 . Arlington: American Psychiatric Publishing.</li> <li>2. Boutot, E.A. &amp; Tincani, M. 2009. Autism Encyclopedia. Texas: Profrack Press Inc.</li> <li>3. California Departement and Developmental Services. 2002. Autism Spectrum Disorders: Best Practice Guidelines for Screening, Diagnosis, and Assessment. California: California Departement and Developmental Services.</li> <li>4. Caplin, S. 2018. BAP Consensus guidelines on autism spectrum disorder. Prescriber Vol 29 No 5 pp 13-17 <a href="https://doi.org/10.1002/psb.1670">https://doi.org/10.1002/psb.1670</a></li> <li>5. Gargiulo, RM. 2012. Special Education in Contemporary Society : an Introduction to Exceptionality , 4th ed. USA: Sage Publications, Inc.</li> <li>6. Joseph, L., Soorya, L., &amp; Thurm, A. 2015. Autism Spectrum Disorder . Boston: Hogrefe Publishing Corporation.</li> <li>7. Kim, S.H., Lord, C. 2013. The Behavioral Manifestations of Autism Spectrum Disorders. The Neuroscience of Autism Spectrum Disorder Chapter 1-2 pp 25-37 <a href="http://dx.doi.org/10.1016/B978-0-12-391924-3.00002-8">http://dx.doi.org/10.1016/B978-0-12-391924-3.00002-8</a></li> <li>8. Matson, J. 2008. Clinical assesment and intervention for autismm spectrum disorders. London:Elsevier Inc.</li> <li>9. McClintock, JM dan Fraser, J. 2011. Diagnostic instruments for autism spectrum disorder: A Brief Review . New Zealand: New Zealand Guidelines Group.</li> <li>10. Mudjito, Harizal, Karyanto, N.E., &amp; Ardianingsih, F. 2013. Layanan Intervensi Terpadu Anak Autis. Jakarta: Direktorat PKLK Dikdas Kementerian Pendidikan dan Kebudayaan.</li> <li>11. SIGN. 2007. Assessment, Diagnosis and Clinical Interventions for Children and Young People with Autism Spectrum Disorders: A National Clinical Guideline . Edinburgh: Scottish Intercollegiate Guidelines Network.</li> <li>12. Tobin, R.M. &amp; House, A.E. 2016. DSM-5 Diagnosis in the School . New York: The Guilford Press.</li> <li>13. Wilkinson, L.A. 2016. A Best Practice Guide to Assessment and Intervention for Autism Spectrum Disorder in Schools, 2nd ed. London: Jessica Kingsley Publishers.</li> </ol> <p><b>Supporters:</b></p>																																														
<b>Supporting lecturer</b>	Dr. H. Pamuji, M.Kes. dr. Febrita Ardianingsih, M.Si.																																														

Week-	Final abilities of each learning stage (Sub-PO)	Evaluation		Help Learning, Learning methods, Student Assignments, [ Estimated time]		Learning materials [ References ]	Assessment Weight (%)
		Indicator	Criteria & Form	Offline ( offline )	Online ( online )		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Understand the competencies, descriptions, sequence of course material for assessing children on the autism spectrum. Understand the characteristics of children on the autism spectrum	1.Mentions competencies, descriptions, sequence of material for assessment courses for children on the autism spectrum 2.describe the characteristics of children on the autistic spectrum	<b>Criteria:</b> 1.Score 4 if done very well, 2.Score 3 if done well, 3.Score 2 if done sufficiently, 4.Score 1 if not done	online scientific collaborative according to the 3 X 50 agreement			0%
2	understand the concepts and principles of assessing children on the autism spectrum	1.explains the definition of assessment for children on the autism spectrum 2.describe the purpose of assessing children on the autism spectrum 3.outlines the scope of assessment of children on the autism spectrum 4.describes techniques for collecting data for assessments of children on the autism spectrum	<b>Criteria:</b> 1.Score 4 if done very well, 2.Score 3 if done well, 3.Score 2 if done sufficiently, 4.Score 1 if not done	scientificonline according to the agreement 3 X 50			0%
3	understand the assessment instruments for screening and diagnosing children on the autism spectrum	1.distinguish various types of screening instruments for children on the autism spectrum 2.describes the instrument for diagnosing children on the autism spectrum	<b>Criteria:</b> 1.Score 4 if done very well, 2.Score 3 if done well, 3.Score 2 if done sufficiently, 4.Score 1 if not done	scientificonline according to the agreement 3 X 50			0%
4	Applying screening for children on the autism spectrum	1.make decisions in determining appropriate screening instruments for the case 2.simulating screening of children on the autism spectrum 3.analyze assessment results	<b>Criteria:</b> 1.Score 4 if done very well, 2.Score 3 if done well, 3.Score 2 if done sufficiently, 4.Score 1 if not done	scientificproject 3 X 50			0%

5	applying screening for children on the autism spectrum	<ol style="list-style-type: none"> <li>1.make decisions in determining appropriate screening instruments for the case</li> <li>2.simulates screening of children on the autism spectrum</li> <li>3.analyzing the results of screening for children on the autism spectrum</li> </ol>	<b>Criteria:</b> <ol style="list-style-type: none"> <li>1.Score 4 if done very well,</li> <li>2.Score 3 if done well,</li> <li>3.Score 2 if done sufficiently,</li> <li>4.Score 1 if not done</li> </ol>	scientificproject 3 X 50			0%
6	applying screening for children on the autism spectrum	<ol style="list-style-type: none"> <li>1.make decisions in determining appropriate screening instruments for the case</li> <li>2.simulates screening of children on the autism spectrum</li> </ol>	<b>Criteria:</b> <ol style="list-style-type: none"> <li>1.Score 4 if done very well,</li> <li>2.Score 3 if done well,</li> <li>3.Score 2 if done sufficiently,</li> <li>4.Score 1 if not done</li> </ol>	scientificprojectonline according to the agreement 3 X 50			0%
7	UTS	UTS	<b>Criteria:</b> 0 - 100	UTS 3 X 50			0%
8	understanding academic assessment of children on the autism spectrum	<ol style="list-style-type: none"> <li>1.describe the scope of academic assessment for children on the autism spectrum</li> <li>2.determine techniques for collecting academic assessment data for children on the autism spectrum</li> <li>3.developing academic assessment instruments for children on the autism spectrum</li> <li>4.interpreting the results of assessments of children on the autism spectrum</li> </ol>	<b>Criteria:</b> <ol style="list-style-type: none"> <li>1.Score 4 if done very well,</li> <li>2.Score 3 if done well,</li> <li>3.Score 2 if done sufficiently,</li> <li>4.Score 1 if not done</li> </ol>	scientificonline according to the agreement 3 X 50			0%

9	understanding academic assessment of children on the autism spectrum	<ol style="list-style-type: none"> <li>1. describe the scope of academic assessment for children on the autism spectrum</li> <li>2. determine techniques for collecting academic assessment data for children on the autism spectrum</li> <li>3. developing academic assessment instruments for children on the autism spectrum</li> <li>4. interpreting the results of assessments of children on the autism spectrum</li> </ol>	<b>Criteria:</b> <ol style="list-style-type: none"> <li>1. Score 4 if done very well,</li> <li>2. Score 3 if done well,</li> <li>3. Score 2 if done sufficiently,</li> <li>4. Score 1 if not done</li> </ol>	scientificonline according to the agreement 3 X 50		0%
10	understand non-academic instruments for children on the autism spectrum	<ol style="list-style-type: none"> <li>1. describe the scope of non-academic assessment of children on the autism spectrum</li> <li>2. determine non-academic assessment data collection techniques for children on the autism spectrum</li> <li>3. developing non-academic assessment instruments for children on the autism spectrum</li> <li>4. interpreting the results of assessments of children on the autism spectrum</li> </ol>	<b>Criteria:</b> <ol style="list-style-type: none"> <li>1. Score 4 if done very well,</li> <li>2. Score 3 if done well,</li> <li>3. Score 2 if done sufficiently,</li> <li>4. Score 1 if not done</li> </ol>	scientificonline according to the agreement 3 X 50		0%
11	understand non-academic instruments for children on the autism spectrum	<ol style="list-style-type: none"> <li>1. describe the scope of non-academic assessment of children on the autism spectrum</li> <li>2. determine non-academic assessment data collection techniques for children on the autism spectrum</li> <li>3. developing non-academic assessment instruments for children on the autism spectrum</li> <li>4. interpreting the results of assessments of children on the autism spectrum</li> </ol>	<b>Criteria:</b> <ol style="list-style-type: none"> <li>1. Score 4 if done very well,</li> <li>2. Score 3 if done well,</li> <li>3. Score 2 if done sufficiently,</li> <li>4. Score 1 if not done</li> </ol>	scientificonline according to the agreement 3 X 50		0%

12	compiling a profile of a child on the autism spectrum	compiling a profile of a child on the autism spectrum	<b>Criteria:</b> 1.Score 4 if done very well, 2.Score 3 if done well, 3.Score 2 if done sufficiently, 4.Score 1 if not done	scientificonline according to the agreement 3 X 50			0%
13	applying assessment and preparing profiles of children on the autism spectrum	1.simulating the assessment of children on the autism spectrum 2.compiling a profile of a child on the autism spectrum based on the results of the assessment	<b>Criteria:</b> 1.Score 4 if done very well, 2.Score 3 if done well, 3.Score 2 if done sufficiently, 4.Score 1 if not done	scientificproject 3 X 50			0%
14	applying assessment and preparing profiles of children on the autism spectrum	1.simulate the assessment of children on the autism spectrum based on cases 2.compiling a profile of a child on the autism spectrum based on the results of the assessment	<b>Criteria:</b> 1.Score 4 if done very well, 2.Score 3 if done well, 3.Score 2 if done sufficiently, 4.Score 1 if not done	scientificproject 3 X 50			0%
15	applying assessment and compiling profiles of autistic spectrum children	1.simulating case-based assessments of children on the autism spectrum 2.compiling a profile of a child on the autism spectrum based on the results of the assessment	<b>Criteria:</b> 1.Score 4 if done very well, 2.Score 3 if done well, 3.Score 2 if done sufficiently, 4.Score 1 if not done	scientificprojectonline according to the agreement 3 X 50			0%
16							0%

#### Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
		0%

#### Notes

- Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
- The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
- Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
- Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
- Indicators for assessing** ability in the process and student learning outcomes are specific and measurable statements that identify the ability or performance of student learning outcomes accompanied by evidence.
- Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
- Forms of assessment:** test and non-test.
- Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
- Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.

10. **Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
11. **The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
12. TM=Face to face, PT=Structured assignments, BM=Independent study.