	Universitas Negeri Surabaya Faculty of Education, Special Education Undergraduate Study Program	Document Code

SEMESTER LEARNING PLAN

Courses		CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
BEHAVIORAL MANAGEMENT OF AUTISM SPECTRUM CHILDREN		8620203372	Study Program Elective Courses	T=2	P=1	ECTS=4.77	5	April 30, 2023

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
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Learning model	Project Based Learning

Program Learning Outcomes (PLO)	PLO study program which is charged to the course	
	PLO-14	Mastering the basics of designing, implementing, assessing services for GDPK
	Program Objectives (PO)	
	PO - 1	Master the knowledge of designing, implementing and assessing behavior management services for children on the autism spectrum
	PO - 2	Skilled in providing behavior management services for children on the autism spectrum
	PLO-PO Matrix	

P.O	PLO-14
PO-1	
PO-2	

PO Matrix at the end of each learning stage (Sub-PO)

P.O	Week															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
PO-1																
PO-2																

Short Course Description	This course provides knowledge to students through the concept of behavior of children on the autism spectrum, the concept of behavior management of children on the autism spectrum, and strategies/methods/models of behavior management for children on the autism spectrum, as well as skills to plan, develop programs, implement, evaluate and resolve problems related to behavior of children on the autistic spectrum. This course also equips students to be able to make decisions in applying/applying special strategies/methods/models to find alternative solutions in solving behavioral problems in children on the autism spectrum. Lectures are carried out with student-centered learning through a combination of small group discussions, case studies, problem based learning, and project based learning.

References	Main :	
	1. Cipani, E. 2018. Functional Behavioral Assessment, Diagnosis, and Treatment: A Complete System for Education and Mental Health Settings 3rd ed . New York: Springer. 2. Gargiulo, RM. 2012. Special Education in Contemporary Society : an Introduction to Exceptionality, 4th ed. USA:Sage Publications, Inc. 3. Hanbury, M. 2007. Positive Behaviour Strategies to Support Children and Young People with Autism . London: Sage Publication, Ltd. 4. Joseph, L., Soorya, L., & Thurm, A. 2015. Autism Spectrum Disorde r. Boston: Hogrefe Publishing Corporation. 5. Matson, J.L. ed. 2009. Applied Behavior Analysis for Children with Autism Spectrum Disorders . New York: Springer. 6. Miller, L. 2020. Practical Behaviour Management Solutions for Children and Teens with Autism . Jessica Kingsley Publishers. 7. Robert, J.M.A. & Williams, K. 2016. Autism Spectrum Disorder: Evidence-Based/Evidence-Informed Good Practice for Support Provided to Preschool Children, Their Families and Carers . Australia National Disability Insurance Agency. 8. Tobin, R.M. & House, A.E. 2016. DSM-5 Diagnosis in the School . New York: The Guilford Press.
	Supporters:	

Supporting lecturer	Dr. Wiwik Widajati, M.Pd. Dr. H. Pamuji, M.Kes. Muhammad Nurul Ashar , S.Pd., M.Ed.

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	describes the meaning, classification, characteristics and behavioral problems of children on the autistic spectrum	1. Explain the definition of a child on the autism spectrum 2. Classifying children on the autism spectrum 3. Identifying the characteristics of children on the autism spectrum 4. Analyzing behavioral problems in children on the autism spectrum 5. Communicate identification and analysis results in active participation	**Criteria:** 1. Criteria: 2. Score 4 if done very well, 3. Score 3 if done well, 4. Score 2 if done sufficiently, 5. Score 1 if not done **Form of Assessment** : Participatory Activities	Learning form: Lecture Learning Method: Case study 3 X 50		**Material:** ASD concept **References:** *Gargiulo, RM. 2012. Special Education in Contemporary Society: an Introduction to Exceptionality, 4th ed. USA:Sage Publications, Inc.* **Material:** ASD concept **References:** *Joseph, L., Soorya, L., & Thurm, A. 2015. Autism Spectrum Disorder. Boston: Hogrefe Publishing Corporation.* **Material:** identifying ASD children **References:** *Tobin, RM & House, AE 2016. DSM-5 Diagnosis in the School . New York: The Guilford Press.*	4%
2	analyzing the concept of behavior management for children on the autistic spectrum	1. Describe the concept of selecting strategies to manage behavior 2. Describe the concept of timing for behavioral interventions 3. Analyzing the behavioral functions of children on the autistic spectrum 4. Communicate the results of behavioral function analysis	**Criteria:** 1. Criteria: 2. Score 4 if done very well, 3. Score 3 if done well, 4. Score 2 if done sufficiently, 5. Score 1 if not done **Form of Assessment** : Participatory Activities	Learning form: Lecture Learning Method: Case study 3 X 50		**Material:** behavior analysis **References:** *Cipani, E. 2018. Functional Behavioral Assessment, Diagnosis, and Treatment: A Complete System for Education and Mental Health Settings 3rd ed. New York: Springer.*	4%

| 3 | determine strategies/methods/models for behavior management of children on the autism spectrum that are evidence based | 1. Describe strategies/methods/behavior management models for children on the autism spectrum
2. Analyzing strategies/methods/. Evidence-based behavior management model for children on the autism spectrum
3. Communicate analysis results | **Criteria:**
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

Form of Assessment : Participatory Activities | Learning form: Lecture Learning Method: Case study 6 X 50 | | **Material:** behavior management strategies
References: *Robert, JMA & Williams, K. 2016. Autism Spectrum Disorder: Evidence-Based/Evidence-Informed Good Practice for Support Provided to Preschool Children, Their Families and Carers. Australian National Disability Insurance Agency.*

Material: behavior management strategies
References: *Hanbury, M. 2007. Positive Behavior Strategies to Support Children and Young People with Autism. London: Sage Publications, Ltd.*

Material: behavior management strategies
References: *Matson, JL ed. 2009. Applied Behavior Analysis for Children with Autism Spectrum Disorders. New York: Springer.* | 4% |

4	determine strategies/methods/models for behavior management of children on the autism spectrum that are evidence based	1.Describe strategies/methods/behavior management models for children on the autism spectrum 2.Analyzing strategies/methods/. Evidence-based behavior management model for children on the autism spectrum 3.Communicate analysis results	**Criteria:** 1.Criteria: 2.Score 4 if done very well, 3.Score 3 if done well, 4.Score 2 if done sufficiently, 5.Score 1 if not done **Form of Assessment** : Participatory Activities	Learning form: Lecture Learning Method: Case study 6 X 50		**Material:** behavior management strategies **References:** *Robert, JMA & Williams, K. 2016. Autism Spectrum Disorder: Evidence-Based/Evidence-Informed Good Practice for Support Provided to Preschool Children, Their Families and Carers. Australian National Disability Insurance Agency.* **Material:** behavior management strategies **References:** *Hanbury, M. 2007. Positive Behavior Strategies to Support Children and Young People with Autism. London: Sage Publications, Ltd.* **Material:** behavior management strategies **References:** *Matson, JL ed. 2009. Applied Behavior Analysis for Children with Autism Spectrum Disorders. New York: Springer.*	4%
5	organizing behavior management for children on the autism spectrum	1.Orienting behavioral problems in children on the autism spectrum 2.Analyzing the function of problematic behavior in children on the autism spectrum 3.Solving behavior problems for children on the autism spectrum with the right strategy 4.Presenting the results of solving behavioral problems for children on the autistic spectrum	**Criteria:** 1.Criteria: 2.Score 4 if done very well, 3.Score 3 if done well, 4.Score 2 if done sufficiently, 5.Score 1 if not done **Form of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	Learning form: Lecture Learning Model: problem based learning 6 X 50		**Material:** organizing behavior management **References:** *Cipani, E. 2018. Functional Behavioral Assessment, Diagnosis, and Treatment: A Complete System for Education and Mental Health Settings 3rd ed. New York: Springer.* **Material:** organizing behavior management **References:** *Hanbury, M. 2007. Positive Behavior Strategies to Support Children and Young People with Autism. London: Sage Publications, Ltd.*	4%

| 6 | organizing behavior management for children on the autism spectrum | 1.Orienting behavioral problems in children on the autism spectrum 2.Analyzing the function of problematic behavior in children on the autism spectrum 3.Solving behavior problems for children on the autism spectrum with the right strategy 4.Present the results of solving behavioral problems for children on the autistic spectrum orally and in writing | **Criteria:** 1.Criteria: 2.Score 4 if done very well, 3.Score 3 if done well, 4.Score 2 if done sufficiently, 5.Score 1 if not done **Form of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment | Learning form: Lecture Learning Model: problem based learning 6 X 50 | | **Material:** organizing behavior management **References:** *Cipani, E. 2018. Functional Behavioral Assessment, Diagnosis, and Treatment: A Complete System for Education and Mental Health Settings 3rd ed. New York: Springer.* **Material:** organizing behavior management **References:** *Hanbury, M. 2007. Positive Behavior Strategies to Support Children and Young People with Autism. London: Sage Publications, Ltd.* | 5% |
| 7 | organizing behavior management for children on the autism spectrum | 1.Orienting behavioral problems in children on the autism spectrum 2.Analyzing the function of problematic behavior in children on the autism spectrum 3.Solving behavior problems for children on the autism spectrum with the right strategy 4.Present the results of solving behavioral problems for children on the autistic spectrum orally and in writing | **Criteria:** 1.Criteria: 2.Score 4 if done very well, 3.Score 3 if done well, 4.Score 2 if done sufficiently, 5.Score 1 if not done **Form of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment | Learning form: Lecture Learning Model: problem based learning 6 X 50 | | **Material:** organizing behavior management **References:** *Cipani, E. 2018. Functional Behavioral Assessment, Diagnosis, and Treatment: A Complete System for Education and Mental Health Settings 3rd ed. New York: Springer.* **Material:** organizing behavior management **References:** *Hanbury, M. 2007. Positive Behavior Strategies to Support Children and Young People with Autism. London: Sage Publications, Ltd.* | 5% |

8	Students take mid-semester exams	UTS	**Criteria:** UTS **Form of Assessment** : Project Results Assessment / Product Assessment	UTS 3 X 50		**Material:** organizing behavior management **References:** *Cipani, E. 2018. Functional Behavioral Assessment, Diagnosis, and Treatment: A Complete System for Education and Mental Health Settings 3rd ed. New York: Springer.* **Material:** organizing behavior management **References:** *Hanbury, M. 2007. Positive Behavior Strategies to Support Children and Young People with Autism. London: Sage Publications, Ltd.*	20%
9	planning behavior management services and producing behavior management service planning documents for children on the autism spectrum	1. Orienting behavioral problems in children on the autism spectrum 2. Analyzing behavioral problems in children on the autism spectrum 3. Finding solutions to behavioral problems in children on the autism spectrum 4. Produce planning documents for behavior management services for children on the autism spectrum	**Criteria:** 1. Criteria: 2. Score 4 if done very well, 3. Score 3 if done well, 4. Score 2 if done sufficiently, 5. Score 1 if not done **Form of Assessment** : Project Results Assessment / Product Assessment	Learning form: lectures and field practice Learning Model: project based learning 3 X 50		**Material:** implementing behavior management **References:** *Miller, L. 2020. Practical Behavior Management Solutions for Children and Teens with Autism. Jessica Kingsley Publishers.*	3%
10	planning behavior management services and producing behavior management service planning documents for children on the autism spectrum	1. Orienting behavioral problems in children on the autism spectrum 2. Analyzing behavioral problems in children on the autism spectrum 3. Finding solutions to behavioral problems in children on the autism spectrum 4. Produce planning documents for behavior management services for children on the autism spectrum	**Criteria:** 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 **Form of Assessment** : Project Results Assessment / Product Assessment	Learning form: field practice Learning Model: project based learning 3 X 50		**Material:** implementing behavior management **References:** *Miller, L. 2020. Practical Behavior Management Solutions for Children and Teens with Autism. Jessica Kingsley Publishers.*	3%
11	planning behavior management services and producing behavior management service planning documents for children on the autism spectrum	Presenting the results of planning behavior management services for children on the autism spectrum	**Criteria:** 1. Criteria: 2. Score 4 if done very well, 3. Score 3 if done well, 4. Score 2 if done sufficiently, 5. Score 1 if not done **Form of Assessment** : Participatory Activities	Learning form: field practice Learning Model: project based learning 3 X 50		**Material:** implementing behavior management **References:** *Miller, L. 2020. Practical Behavior Management Solutions for Children and Teens with Autism. Jessica Kingsley Publishers.*	2%

12	apply behavior management services and produce behavior management service documents for children on the autism spectrum	1. Implement a behavioral intervention services program 2. Evaluating behavioral intervention services programs 3. Produce behavior management service documents for children on the autism spectrum	**Criteria:** 1. Criteria: 2. Score 4 if done very well, 3. Score 3 if done well, 4. Score 2 if done sufficiently, 5. Score 1 if not done **Form of Assessment** : Practice / Performance	Learning form: Field practice Learning Model: Project based learning 3 X 50		**Material:** implementing behavior management **References:** *Miller, L. 2020. Practical Behavior Management Solutions for Children and Teens with Autism. Jessica Kingsley Publishers.*	3%
13	apply behavior management services and produce behavior management service documents for children on the autism spectrum	1. Implement a behavioral intervention services program 2. Evaluating behavioral intervention services programs 3. Produce behavior management service documents for children on the autism spectrum	**Criteria:** 1. Criteria: 2. Score 4 if done very well, 3. Score 3 if done well, 4. Score 2 if done sufficiently, 5. Score 1 if not done **Form of Assessment** : Practice / Performance	Learning form: Field practice Learning Model: Project based learning 3 X 50		**Material:** implementing behavior management **References:** *Miller, L. 2020. Practical Behavior Management Solutions for Children and Teens with Autism. Jessica Kingsley Publishers.*	3%
14	apply behavior management services and produce behavior management service documents for children on the autism spectrum	1. Implement a behavioral intervention services program 2. Evaluating behavioral intervention services programs 3. Produce behavior management service documents for children on the autism spectrum	**Criteria:** 1. Criteria: 2. Score 4 if done very well, 3. Score 3 if done well, 4. Score 2 if done sufficiently, 5. Score 1 if not done **Form of Assessment** : Practice / Performance	Learning form: Field practice Learning Model: Project based learning 3 X 50		**Material:** implementing behavior management **References:** *Miller, L. 2020. Practical Behavior Management Solutions for Children and Teens with Autism. Jessica Kingsley Publishers.*	3%
15	apply behavior management services and produce behavior management service documents for children on the autism spectrum	Presenting the results of behavior management services for children on the autism spectrum	**Criteria:** 1. Criteria: 2. Score 4 if done very well, 3. Score 3 if done well, 4. Score 2 if done sufficiently, 5. Score 1 if not done **Form of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	Learning form: Field practice Learning Model: Project based learning 3 X 50		**Material:** implementing behavior management **References:** *Miller, L. 2020. Practical Behavior Management Solutions for Children and Teens with Autism. Jessica Kingsley Publishers.*	3%
16	UAS	UAS	**Criteria:** score 0-100 **Form of Assessment** : Project Results Assessment / Product Assessment	UAS		**Material:** behavior management of children with ASD **Reference:** *Miller, L. 2020. Practical Behavior Management Solutions for Children and Teens with Autism. Jessica Kingsley Publishers.*	30%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	26.5%
2.	Project Results Assessment / Product Assessment	64.5%
3.	Practice / Performance	9%
		100%

Notes

1. **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.

2. **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.

3. **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.

4. **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.

5. **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.

6. **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.

7. **Forms of assessment:** test and non-test.

8. **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.

9. **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.