



**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																																	
Behavior Management	8620203095		T=3 P=0 ECTS=4.77	5	July 18, 2024																																	
AUTHORIZATION	SP Developer		Course Cluster Coordinator		Study Program Coordinator																																	
		Dr. H. Pamuji, M.Kes.																																	
Learning model	Case Studies																																					
Program Learning Outcomes (PLO)	PLO study program which is charged to the course																																					
	Program Objectives (PO)																																					
	PLO-PO Matrix																																					
		<table border="1" style="margin: auto;"> <tr> <td style="width: 10%;">P.O</td> <td colspan="15"></td> </tr> </table>					P.O																															
P.O																																						
	PO Matrix at the end of each learning stage (Sub-PO)																																					
	<table border="1" style="margin: auto;"> <tr> <td rowspan="2" style="width: 10%;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 5%;">1</td> <td style="width: 5%;">2</td> <td style="width: 5%;">3</td> <td style="width: 5%;">4</td> <td style="width: 5%;">5</td> <td style="width: 5%;">6</td> <td style="width: 5%;">7</td> <td style="width: 5%;">8</td> <td style="width: 5%;">9</td> <td style="width: 5%;">10</td> <td style="width: 5%;">11</td> <td style="width: 5%;">12</td> <td style="width: 5%;">13</td> <td style="width: 5%;">14</td> <td style="width: 5%;">15</td> <td style="width: 5%;">16</td> </tr> </table>					P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
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	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																						
Short Course Description	This course discusses behavior management with special needs children including the relationship between behavior management with children with special needs and special education, the nature of behavior management, understanding behavior and basic principles of behavior as well as behavior management, improving and maintaining behavior, reducing and eliminating behavior, behavioral problems of children with special needs , methods and techniques for behavior management of children with special needs (ABA method: Applied Behavior Analysis, LEAP, Floor Time, TEACCH, Kaufman method, techniques: modeling, token economics, assertiveness, relaxation, self management, social skills management and other behavior management that is currently trends, for example: Cognitive-behavioral interventions / CBI, etc.), assessments and programs related to behavior management, evaluation in behavior management. Program (includes: ABK behavior that will be developed or overcome (target behavior), objectives, media, materials, tools, time, place, steps, evaluation, follow-up), behavior management program for ABK (blind children, speech impaired children, mentally retarded, quadriplegic, autistic, ADHD and other special needs children). Implementation of lectures related to behavior management applies the case method and/or project based learning.																																					
References	Main :																																					
	<ol style="list-style-type: none"> 1. Ali, M. M., Rozila, A., Rosadah, A. M. 2014. Teacher Trainees' Strategies for Managing the Behaviours of Students with Special Needs. International Education Studies , Vol. 7, No. 13; 2014, ISSN 1913-9020 E-ISSN 1913-9039. 2. Brewer, K. 2007. Time Out: Behavior Management for Children with Special Needs. Trinity College Digital Repository, http://digitalrepository.trincoll.edu/theses/36. 3. Handojo. 2003. Autisma: Petunjuk Praktis dan Pedoman Materi Untuk Mengajar Anak Normal, Autism dan Perilaku Lain . Jakarta: PT. Bhuana Ilmu Populer. 4. Martin, G and Pear, J. 1992. Behavior Modification . New Jersey : Prentice-Hall International, Inc. 5. Rudy Sutadi. 2002. Applied Behaviour Analysis (ABA)/Metode Lovaas. Jakarta: KID Autis JMC. 6. Slavin, R E. 2009. Educational Psychology : Theory and Practice . New Jersey: Pearson Education, Inc. 7. Surya, H. 2004. Kiat Mengatasi Penyimpangan Perilaku Anak . Jakarta: PT. Elex Media Komputindo. 8. Whiting, A. 2014. Training Paraeducators to Use Behavior Management Strategies: Implementation and Evaluation of a Brief Targeted Intervention. DigitalCommons@USU https://digitalcommons.usu.edu/gradreports/446. 																																					
	Supporters:																																					
Supporting lecturer	Dr. Wiwik Widajati, M.Pd. Prof. Dr. Hj. Sri Joeda Andajani, M.Kes.																																					
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 basic concepts of behavior management for ABK including the relationship between behavior management and children with special needs and Special Education, the essence of behavior management (understanding, goals, function analysis, behavior change, advantages of behavior management) and understanding ABK behavior	1.Explains the basic concepts of behavior management for ABK including the relationship between behavior management with children with special needs and special education, the nature of behavior management (understanding, goals, function analysis, behavior change, advantages of behavior management) and the definition of behavior. 2.Identifying the benefits of behavior management in learning and services for ABK	Criteria: 1.behavior management (understanding, goals, function analysis, behavior change, advantages of behavior management) and understanding behavior. 2.Identifying the benefits of behavior management in learning and services for ABK	DiscussionQuestions and answersAssignmentsCooperative learning modelCollaborative strategy 3 X 50			0%
2	Understand the basic concepts of behavior management for ABK including the relationship between behavior management and children with special needs and Special Education, the essence of behavior management (understanding, goals, function analysis, behavior change, advantages of behavior management) and understanding ABK behavior	1.Explains the basic concepts of behavior management for ABK including the relationship between behavior management with children with special needs and special education, the nature of behavior management (understanding, goals, function analysis, behavior change, advantages of behavior management) and the definition of behavior. 2.Identifying the benefits of behavior management in learning and services for ABK	Criteria: 1.behavior management (understanding, goals, function analysis, behavior change, advantages of behavior management) and understanding behavior. 2.Identifying the benefits of behavior management in learning and services for ABK	DiscussionQuestions and answersAssignmentsCooperative learning modelCollaborative strategy 3 X 50			0%
3	Understand the basic principles of behavior (response and operant conditioning)	1.Explain the basic principles of behavior (response and operant conditioning) 2.Analyzing the relationship between basic behavioral principles (response and operant conditioning) with ABK behavior management and ABK learning, service and education systems	Criteria: Explaining the basic principles of behavior (response and operant conditioning) Analyzing the relationship between the basic principles of behavior (response and operant conditioning) with ABK behavior management and ABK learning, service and education systems	Group presentationGroup discussionQ&AGive assignmentsCooperative learning modelcollaborative strategy 3 X 50			0%
4	Understand improving and maintaining crew behavior (goals, positive reinforcement, negative reinforcement: definition, principles, implementation)	1.Explains the improvement and maintenance of behavior (goals, positive reinforcement, negative reinforcement: definition, principles, implementation) 2.Identify examples of implementation of improving and maintaining crew behavior	Criteria: 1.Explains the improvement and maintenance of behavior (goals, positive reinforcement, negative reinforcement: definition, principles, implementation) 2.Identify examples of implementation of improving and maintaining crew behavior	Group presentationGroup discussionQuestions and answersAssignmentsCooperative learning modelCollaborative strategy 3 X 50			0%

5	Understand improving and maintaining crew behavior (goals, positive reinforcement, negative reinforcement: definition, principles, implementation)	1.Explains the improvement and maintenance of behavior (goals, positive reinforcement, negative reinforcement: definition, principles, implementation) 2.Identify examples of implementation of improving and maintaining crew behavior	Criteria: 1.Explains the improvement and maintenance of behavior (goals, positive reinforcement, negative reinforcement: definition, principles, implementation) 2.Identify examples of implementation of improving and maintaining crew behavior	Group presentation Group discussion Questions and answers Assignments Cooperative learning model Collaborative strategy 3 X 50			0%
6	Understand material related to reducing and eliminating crew member behavior (goals, positive approaches)	1.Explain material related to reducing and eliminating crew member behavior (goals, positive approaches) 2.Identify examples of reducing and eliminating crew behavior	Criteria: Explaining material related to reducing and eliminating crew member behavior (goals, positive approaches) Identifying examples of reducing and eliminating crew member behavior	Group presentation Group discussion Questions and answers Assignments Cooperative learning model Collaborative strategy 3 X 50			0%
7	Understand material related to reducing and eliminating crew member behavior (goals, positive approaches)	1.Explain material related to reducing and eliminating crew member behavior (goals, positive approaches) 2.Identify examples of reducing and eliminating crew behavior	Criteria: Explaining material related to reducing and eliminating crew member behavior (goals, positive approaches) Identifying examples of reducing and eliminating crew member behavior	Group presentation Group discussion Questions and answers Assignments Cooperative learning model Collaborative strategy 3 X 50			0%
8	UTS	UTS		UTS 3 X 50			0%
9	Understanding behavioral problems of children with special needs (definition, classification, behavioral problems, assessment of behavioral problems)	1.Explaining behavioral problems of children with special needs (definition, classification, behavioral problems, assessment of behavioral problems) 2.Identifying behavioral problems of children with special needs	Criteria: Explaining behavioral problems of children with special needs (definition, classification, behavioral problems, assessment of behavioral problems)	Group presentation Group discussion Questions and answers Assignments Cooperative learning model Collaborative strategy 3 X 50			0%
10	Understand methods and techniques for managing the behavior of children with special needs (ABA method: Applied Behavior Analysis, LEAP, Floor Time, TEACCH, Kaufman method, techniques: modeling, token economics, assertiveness, relaxation, self management, social skills management and other current behavior management trends for example: Cognitive-behavioral interventions/CBI, etc.)	1.Explains methods and techniques for behavior management of children with special needs (ABA method: Applied Behavior Analysis, LEAP, Floor Time, TEACCH, Kaufman method, techniques: modeling, token economics, assertiveness, relaxation, self management, social skills management and other behavior management that is currently trending for example: Cognitive-behavioral interventions/CBI, etc.) 2.Create examples of the application of behavior management methods and techniques for children with special needs	Criteria: Explains methods and techniques for behavior management of children with special needs (ABA method: Applied Behavior Analysis, LEAP, Floor Time, TEACCH, Kaufman method, techniques: modeling, token economics, assertiveness, relaxation, self management, social skills management and other behavior management that is currently trending, for example : Cognitive-behavioral interventions/CBI, etc.) Create examples of the application of behavior management methods and techniques for children with special needs	Group presentation Group discussion Questions and answers Assignments Cooperative learning model Collaborative strategy 3 X 50			0%

11	Understand methods and techniques for managing the behavior of children with special needs (ABA method: Applied Behavior Analysis, LEAP, Floor Time, TEACCH, Kaufman method, techniques: modeling, token economics, assertiveness, relaxation, self management, social skills management and other current behavior management trends for example: Cognitive-behavioral interventions/CBI, etc.)	<ol style="list-style-type: none"> 1.Explains methods and techniques for behavior management of children with special needs (ABA method: Applied Behavior Analysis, LEAP, Floor Time, TEACCH, Kaufman method, techniques: modeling, token economics, assertiveness, relaxation, self management, social skills management and other behavior management that is currently trending for example: Cognitive-behavioral interventions/CBI, etc.) 2.Create examples of the application of behavior management methods and techniques for children with special needs 	Criteria: Explains methods and techniques for behavior management of children with special needs (ABA method: Applied Behavior Analysis, LEAP, Floor Time, TEACCH, Kaufman method, techniques: modeling, token economics, assertiveness, relaxation, self management, social skills management and other behavior management that is currently trending, for example : Cognitive-behavioral interventions/CBI, etc.) Create examples of the application of behavior management methods and techniques for children with special needs	Group presentation Group discussion Questions and answers Assignments Cooperative learning model Collaborative strategy 3 X 50			0%
12	Understand assessments and programs and evaluations in behavior management of ABK to overcome behavioral problems that hinder and optimize adaptive behavior of ABK	<p>Explain assessments and programs and evaluations in behavior management for ABK to overcome behavioral problems that hinder and optimize adaptive behavior for ABK</p> <p>Identify examples of developing ABK behavior assessment instruments</p> <p>Create assessment instruments and behavior management programs for ABK</p>	Criteria: Explain assessments and programs and evaluations in behavior management for ABK to overcome behavioral problems that hinder and optimize adaptive behavior for ABK Identify examples of developing ABK behavior assessment instruments Create assessment instruments and behavior management programs for ABK	Group presentation Group discussion Questions and answers Assignments Cooperative learning model Collaborative strategy 3 X 50			0%
13	Understand and carry out assessments and programs as well as field studies on behavior management of ABK to SLB, Inclusive Elementary Schools, other institutions that handle ABK, Practice/simulation of ABK behavior management programs	<ol style="list-style-type: none"> 1.Explains the implementation of assessments and programs as well as field studies on crew behavior management 2.Carrying out assessments and programs related to behavior management of ABK to SLBs, Inclusive Elementary Schools, other institutions that handle ABK 3.Explain the ABK behavior management program based on the results of the assessment 4. Practice/simulation of ABK behavior management program 	Criteria: Explain the implementation of assessments and programs as well as field studies regarding ABK behavior management. Implement assessments and programs related to ABK behavior management to special schools, inclusive elementary schools, other institutions that handle ABK. Explain ABK behavior management programs based on assessment results.	Giving assignments Cooperative learning model Collaborative strategy Practice/simulation 3 X 50			0%

14	Understand and carry out assessments and programs as well as field studies on behavior management of ABK to SLB, Inclusive Elementary Schools, other institutions that handle ABK, Practice/simulation of ABK behavior management programs	<ol style="list-style-type: none"> 1.Explains the implementation of assessments and programs as well as field studies on crew behavior management 2.Carrying out assessments and programs related to behavior management of ABK to SLBs, Inclusive Elementary Schools, other institutions that handle ABK 3.Explain the ABK behavior management program based on the results of the assessment 4. Practice/simulation of ABK behavior management program 	Criteria: Explain the implementation of assessments and programs as well as field studies regarding ABK behavior management. Implement assessments and programs related to ABK behavior management to special schools, inclusive elementary schools, other institutions that handle ABK. Explain ABK behavior management programs based on assessment results.	Giving assignments Cooperative learning model Collaborative strategy Practice/simulation 3 X 50			0%
15	Understand and implement practices/simulations of ABK behavior management programs based on assessment results, report the results of field studies on ABK behavior management in special schools, inclusive elementary schools, other institutions that handle ABK, review material that has been discussed	<ol style="list-style-type: none"> 1.Implement or simulate/practice ABK behavior management programs based on assessment results 2.report the results of field studies on behavior management of ABK in SLBs, Inclusive Elementary Schools, other institutions that handle ABK 	Criteria: Practicing/simulating ABK behavior management programs Implementing or simulating/practicing ABK behavior management programs based on assessment results Reporting the results of field studies on ABK behavior management in special schools, inclusive elementary schools, other institutions that handle ABK	Group presentationGroup discussionQuestions and answersAssignmentsCooperative learning modelCollaborative strategyPractice/Simulation 3 X 50			0%
16	Understand and implement practices/simulations of ABK behavior management programs based on assessment results, report the results of field studies on ABK behavior management in special schools, inclusive elementary schools, other institutions that handle ABK, review material that has been discussed	<ol style="list-style-type: none"> 1.Implement or simulate/practice ABK behavior management programs based on assessment results 2.report the results of field studies on behavior management of ABK in SLBs, Inclusive Elementary Schools, other institutions that handle ABK 	Criteria: Practicing/simulating ABK behavior management programs Implementing or simulating/practicing ABK behavior management programs based on assessment results Reporting the results of field studies on ABK behavior management in special schools, inclusive elementary schools, other institutions that handle ABK	Group presentationGroup discussionQuestions and answersAssignmentsCooperative learning modelCollaborative strategyPractice/Simulation 3 X 50			0%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
		0%

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.

