



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
Development of Communication, Social Interaction, and Behavior	8620202359	Compulsory Study Program Subjects	T=1	P=1	ECTS=3.18	4	April 27, 2023
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
	dr. Febrita Ardianingsih, M. Si. dan Dr. Wiwik Widajati, M. Pd.		Dr. Asri Wijastuti, M. Pd.			Dr. H. Pamuji, M.Kes.	

Learning model	Project Based Learning
-----------------------	------------------------

Program Learning Outcomes (PLO)	PLO study program that is charged to the course
--	--

PLO-11	Skilled in providing academic services and special needs programs for PDBK
---------------	--

PLO-14	Mastering the basics of designing, implementing, assessing services for GDPK
---------------	--

Program Objectives (PO)

PO - 1	Master in depth the basics of designing, implementing, evaluating services related to the development of communication, social interaction and behavior of children with special needs including identifying communication and social interaction skills as well as behavior of ABK that are urgent to be developed, selecting and implementing strategies, approaches, methods, media and techniques for developing communication and social interaction and behavior of ABK as well as evaluation systems for developing communication, social interaction and behavior for students with special needs in the context of learning and services for ABK and GDPK
---------------	--

PO - 2	Skilled in providing special needs program services related to the development of communication, social interaction and behavior for ABK and PDBK
---------------	---

PLO-PO Matrix

P.O	PLO-11	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 discusses the development of communication and social interaction, behavior of children with ASD including basic concepts and goals of communication for children with ASD, social interaction of children with ASD; behavior of children with ASD, social behavior, theories related to communication and social interaction as well as behavior, ethics; norms; morals; social values in communication and social interaction and behavior of children with ASD, communication and social interaction and behavior of children with ASD, barriers/problems with communication and social interaction and behavior of children with ASD, strategies/methods (Applied Behavior Analysis, TEACCH, Floor Time, Kaufman method, techniques : modeling, token economics, assertiveness, relaxation, self management, social skills management, task analysis, etc.), media (digital and non-digital), assessment of communication and social interaction and behavior of children with ASD, communication development programs and social interaction and behavior of children with ASD, evaluation and analysis of the implementation of communication development and social interaction and behavior of children with ASD. Lectures are carried out using a project based learning model
---------------------------------	---

References	<p>Main :</p> <ol style="list-style-type: none"> Brewer, K. 2007. Time Out: Behavior Management for Children with Special Needs. Trinity College Digital Repository, http://digitalrepository.trincoll.edu/theses/36. Colley, Helen. 2003. Mentoring for Social Inclusion. London: Routledge Falmer. Devito, Joseph. 2006. Human Communication. The Basic Course . Boston: Pearson Education, Inc. Ekoady, Junita, Ike. 2005. Prinsip Komunikasi Efektif Untuk Meningkatkan Minat Belajar Anak. Bandung: Simbiosis Relatama Media. Gerungan, W.A. 2009. Psikologi Sosial . Bandung: Refika Aditama.. Hidayat, Darsun. 2012. Komunikasi Antar Pribadi dan Medianya . Yogyakarta: Graha Ilmu. Miltenberger, R.G. 2012. Behavior Modification: Principles and Procedures, Fifth Edition . USA: Wadsworth, Cengage Learning Surya, H. 2004. Kiat Mengatasi Penyimpangan Perilaku Anak . Jakarta: PT. Elex Media Komputindo. Wearmouth, J. 2009. A Beginning Teacher's Guide to Special Educational Needs . London: Bell and Bain Ltd, Glasgow. 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. <p>Supporters:</p>
-------------------	---

Supporting lecturer		Dr. Wiwik Widajati, M.Pd. dr. Febrita Ardianingsih, M.Si. Devina Rahmadiani Kamaruddin Nur, M.Pd.					
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 developing communication and social interaction as well as ABK behavior (understanding, goals, social behavior), theories related to communication and social interaction and ABK behavior	- Explain the basic concepts of developing communication and social interaction and behavior of ABK (meaning, goals, functions, types of communication and social interaction, social behavior), theories related to communication and social interaction Analyze the relationship between the development of communication and social interaction and behavior of ABK with learning and crew services	Criteria: Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor Form of Assessment : Participatory Activities	- cooperative learning model - project based learning - problem based learning, - collaborative - contextual - discussion, question and answer, giving assignments 2 X 50			3%
2	Understand the basic concepts of developing communication and social interaction as well as ABK behavior (understanding, goals, social behavior), theories related to communication and social interaction and ABK behavior	- Explain the basic concepts of developing communication and social interaction and behavior of ABK (meaning, goals, functions, types of communication and social interaction, social behavior), theories related to communication and social interaction Analyze the relationship between the development of communication and social interaction and behavior of ABK with learning and crew services	Criteria: Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor Form of Assessment : Participatory Activities	- cooperative learning model - project based learning - problem based learning, - collaborative - contextual - discussion, question and answer, giving assignments 2 X 50			3%
3	Understanding ethics; norms; morals; social values in communication and social interaction as well as behavior of crew members, communication skills and social interaction and behavior of crew members, characteristics of crew members and problems of communication and social interaction and behavior of crew members	- Explain ethics; norms; morals; social values in communication and social interaction as well as behavior of crew members, communication skills and social interaction and behavior of crew members. Identify communication skills and social interaction as well as behavior of crew members and problems communication and social interaction as well as behavior of crew members	Criteria: Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor Form of Assessment : Participatory Activities	- cooperative learning model - project based learning - problem based learning, - collaborative - contextual - discussion, question and answer, giving assignments 2 X 50			2%
4	Understanding ethics; norms; morals; social values in communication and social interaction as well as behavior of crew members, communication skills and social interaction and behavior of crew members, characteristics of crew members and problems of communication and social interaction and behavior of crew members	- Explain ethics; norms; morals; social values in communication and social interaction as well as behavior of crew members, communication skills and social interaction and behavior of crew members. Identify communication skills and social interaction as well as behavior of crew members and problems communication and social interaction as well as behavior of crew members	Criteria: Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor Form of Assessment : Participatory Activities	- cooperative learning model - project based learning - problem based learning, - collaborative - contextual - discussion, question and answer, giving assignments 2 X 50			2%

5	Understand strategies, methods (Applied Behavior Analysis, Floor Time, Kaufman method, techniques: modeling, token economics, assertiveness, relaxation, self management, social skills management, task analysis, cognitive-behavioral interventions/CBI, etc.) to develop communication and social interaction as well as behavior of crew members as well as handling problems that hinder communication and social interaction and behavior of crew members	- Explain strategies, methods for developing communication and social interaction as well as management of behavior of ABK as well as handling problems that hinder communication and social interaction and behavior of ABK · Design strategies/methods for developing communication and social interaction as well as behavior of ABK and handling problems that hinder communication and social interaction as well as the behavior of crew members	Criteria: Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor Form of Assessment : Participatory Activities	- cooperative learning model · project based learning · problem based learning, · collaborative · contextual · discussion, question and answer, giving assignments 2 X 50			5%
6	Understand strategies, methods (Applied Behavior Analysis, Floor Time, Kaufman method, techniques: modeling, token economics, assertiveness, relaxation, self management, social skills management, task analysis, cognitive-behavioral interventions/CBI, etc.) to develop communication and social interaction as well as behavior of crew members as well as handling problems that hinder communication and social interaction and behavior of crew members	- Explain strategies, methods for developing communication and social interaction as well as management of behavior of ABK as well as handling problems that hinder communication and social interaction and behavior of ABK · Design strategies/methods for developing communication and social interaction as well as behavior of ABK and handling problems that hinder communication and social interaction as well as the behavior of crew members	Criteria: Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor Form of Assessment : Participatory Activities	- cooperative learning model · project based learning · problem based learning, · collaborative · contextual · discussion, question and answer, giving assignments 2 X 50			5%
7	Understand media (digital or non-digital) to develop communication and social interaction as well as behavior of crew members as well as handling problems that hinder communication and social interaction and behavior of crew members	- Explain media (digital or non-digital) to develop communication and social interaction as well as behavior of crew members as well as handling problems that hinder communication and social interaction and behavior of crew members · Create media designs (digital or non-digital) that are suitable for developing communication and social interaction and behavior crew	Criteria: Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor Form of Assessment : Participatory Activities	- cooperative learning model · project based learning · problem based learning, · collaborative · contextual · discussion, question and answer, giving assignments 2 X 50			5%
8	Understand all the material that has been discussed	Doing USS/UTS in the form of assignments related to the material that has been discussed	Criteria: Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor Form of Assessment : Project Results Assessment / Product Assessment	Assignment 2 X 50			15%
9	Understand the assessment of communication and social interaction and behavior of ABK and programs for developing communication and social interaction and behavior of ABK as well as handling problems that hinder communication and social interaction and behavior of ABK	- Create assessment instruments and programs for developing communication and social interaction and behavior of ABK as well as handling problems that hinder communication and social interaction and behavior of ABK · Create programs for developing communication and social interaction and behavior of ABK as well as handling problems that hinder communication and social interaction and behavior of ABK	Criteria: Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor Form of Assessment : Project Results Assessment / Product Assessment	- cooperative learning model · project based learning · problem based learning, · collaborative · contextual · discussion, question and answer, giving assignments 2 X 50			5%

10	Understand the assessment of communication and social interaction and behavior of ABK and programs for developing communication and social interaction and behavior of ABK as well as handling problems that hinder communication and social interaction and behavior of ABK	· Create assessment instruments and programs for developing communication and social interaction and behavior of ABK as well as handling problems that hinder communication and social interaction and behavior of ABK · Create programs for developing communication and social interaction and behavior of ABK as well as handling problems that hinder communication and social interaction and behavior of ABK	Criteria: Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor Form of Assessment : Project Results Assessment / Product Assessment	· cooperative learning model · project based learning · problem based learning, · collaborative · contextual · discussion, question and answer, giving assignments 2 X 50		5%
11	Understand the practice/simulation of developing communication and social interaction as well as behavior of ABK as well as handling problems that hinder communication and social interaction as well as behavior of ABK in the context of learning and ABK services with appropriate strategies and methods	· Carrying out practice/simulations for developing communication and social interaction and behavior of ABK · Making videos of practice/simulations of learning/developing communication and social interaction as well as behavior of ABK as well as handling problems that hinder communication and social interaction as well as behavior of ABK with appropriate strategies or methods	Criteria: Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor Form of Assessment : Project Results Assessment / Product Assessment	· cooperative learning model · project based learning · problem based learning, · collaborative · contextual · discussion, question and answer, giving assignments 2 X 50		5%
12	Understand the practice/simulation of developing communication and social interaction as well as behavior of ABK as well as handling problems that hinder communication and social interaction as well as behavior of ABK in the context of learning and ABK services with appropriate strategies and methods	· Carrying out practice/simulations for developing communication and social interaction and behavior of ABK · Making videos of practice/simulations of learning/developing communication and social interaction as well as behavior of ABK as well as handling problems that hinder communication and social interaction as well as behavior of ABK with appropriate strategies or methods	Criteria: Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor Form of Assessment : Project Results Assessment / Product Assessment	· cooperative learning model · project based learning · problem based learning, · collaborative · contextual · discussion, question and answer, giving assignments 2 X 50		5%
13	Understand the practice/simulation of developing communication and social interaction as well as behavior of ABK as well as handling problems that hinder communication and social interaction as well as behavior of ABK in the context of learning and ABK services with appropriate strategies and methods	· Carrying out practice/simulations for developing communication and social interaction and behavior of ABK · Making videos of practice/simulations of learning/developing communication and social interaction as well as behavior of ABK as well as handling problems that hinder communication and social interaction as well as behavior of ABK with appropriate strategies or methods	Criteria: Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor Form of Assessment : Project Results Assessment / Product Assessment	· cooperative learning model · project based learning · problem based learning, · collaborative · contextual · discussion, question and answer, giving assignments 2 X 50		5%
14	Understand the practice/simulation of developing communication and social interaction as well as behavior of ABK as well as handling problems that hinder communication and social interaction as well as behavior of ABK in the context of learning and ABK services with appropriate strategies and methods	· Carrying out practice/simulations for developing communication and social interaction and behavior of ABK · Making videos of practice/simulations of learning/developing communication and social interaction as well as behavior of ABK as well as handling problems that hinder communication and social interaction as well as behavior of ABK with appropriate strategies or methods	Criteria: Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor Form of Assessment : Project Results Assessment / Product Assessment	· cooperative learning model · project based learning · problem based learning, · collaborative · contextual · discussion, question and answer, giving assignments 2 X 50		5%
15	Understand evaluation and analysis related to the implementation of development of communication and social interaction as well as behavior of crew members as well as handling problems that hinder communication and social interaction, behavior management of crew members from articles or practice/simulation videos (online)	Evaluate and analyze the implementation/practice/simulation of developing communication and social interaction as well as behavior of ABK as well as handling problems that hinder communication and social interaction, behavior of ABK in schools, communities or institutions that handle ABK from articles or practice/simulation videos (online)	Criteria: Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor Form of Assessment : Participatory Activities, Portfolio Assessment	· cooperative learning model · project based learning · problem based learning, · collaborative · contextual · discussion, question and answer, giving assignments 2 X 50		5%

16			Form of Assessment : Project Results Assessment / Product Assessment	Project based learning, project/product based assignments			25%
----	--	--	--	---	--	--	-----

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	27.5%
2.	Project Results Assessment / Product Assessment	70%
3.	Portfolio Assessment	2.5%
		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.
- 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** abilities in the process and student learning outcomes are specific and measurable statements that identify the abilities 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.
- Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- 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%.
- TM=Face to face, PT=Structured assignments, BM=Independent study.