



**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>
Intervention for Children on the Autism Spectrum	8620204081		T=4	P=0	ECTS=6.36	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>	PLO study program which is charged to the course						
	Program Objectives (PO)						
	PLO-PO Matrix						
		P.O					
<b>Short Course Description</b>	Study and discussion using science and technology regarding concepts, principles and strategies for intervening with children on the autism spectrum to overcome communication, social, independence, sensory, motor and behavioral problems in children with the autism spectrum as well as practice intervening with children with the autism spectrum, making decisions and providing solutions in the intervention he took. Lectures are carried out using student centered learning based on projects or case studies.						
<b>References</b>	<b>Main :</b>						
	<ol style="list-style-type: none"> <li>1. Boutot, E.A. &amp; Tincani, M. 2009. Autism Encyclopedia. Texas: Profrack Press Inc.</li> <li>2. 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>3. Corsello, C.M. 2005. Early intervention in autism. Infants &amp; Young Children Vol. 18 No. 2 pp. 74-85</li> <li>4. Gargiulo, RM. 2012. Special Education in Contemporary Society : an Introduction to Exceptionality , 4th ed. USA:Sage Publications, Inc.</li> <li>5. Handoyo. 2003. Autisma: Petunjuk Praktis &amp; Pedoman Materi untuk Mengajar Anak Normal, Autis &amp; Prilaku Lain . Jakarta: Bhuana Ilmu Populer.</li> <li>6. Joseph, L., Soorya, L., &amp; Thurm, A. 2015. Autism Spectrum Disorder . Boston: Hogrefe Publishing Corporation.</li> <li>7. Matson, J. 2008. Clinical assesment and intervention for autismm spectrum disorders. London:Elsevier Inc.</li> <li>8. Matson, J.L. ed. 2009. Applied Behavior Analysis for Children with Autism Spectrum Disorders. New York: Springer</li> <li>9. Mesibov, G.B., Shea, V. &amp; Schopler, E. 2004. The TEACCH Approach to Autism Spectrum Disorders . New York: Springer.</li> <li>10. Michael L. Hardman dkk. 1990 . Human Exceptionality (society, school and family ). Massachusetts: Allyn and Bacon.</li> <li>11. Mudjito, Harizal, Karyanto, N.E., &amp; Ardianingsih, F. 2013. Layanan Intervensi Terpadu Anak Autis. Jakarta: Direktorat PKLK Dikdas Kementerian Pendidikan dan Kebudayaan.</li> <li>12. 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>13. Siri, K &amp; Lyons, T. 2010. Cutting-Edge Therapies for Autism . New York: Skyhorse Publishing.</li> <li>14. Spandagou, I., Little, C., Evans, D., Bonati, M.L. 2020. Inclusive Education in Schools and Early Childhood Setting . Getaway East, Singapore: Springer Nature Singapore Pte Ltd.</li> <li>15. Tobin, R.M. &amp; House, A.E. 2016. DSM-5 Diagnosis in the School . New York: The Guilford Press.</li> <li>16. 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>						
	<b>Supporters:</b>						
<b>Supporting lecturer</b>	Dr. Wiwik Widajati, M.Pd. 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 intervention course material for children on the autism spectrum. Understand the characteristics of children on the autism spectrum. Understand the concept of intervention for children on the autism spectrum.	1.Mentions competencies, descriptions, sequences of intervention course material for children on the autism spectrum 2.Describe the characteristics of children on the autism spectrum 3.Describes the concepts and principles of intervention for 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	online scientific collaborative according to the 4 X 50 agreement			0%
2	understand interventions for children on the autism spectrum	describe interventions for 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	scientificproject 4 X 50			0%
3	understand interventions related to communication problems for children on the autism spectrum, apply interventions related to communication problems for children on the autism spectrum	1.describe interventions related to communication problems in children on the autism spectrum 2.simulating interventions related to communication problems for 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	scientificprojectonline according to the agreement 4 X 50			0%
4	understand interventions related to social problems and independence for children on the autism spectrum. Apply interventions related to social problems and independence for children on the autism spectrum	1.describes interventions related to social problems and independence for children on the autistic spectrum 2.simulating interventions related to social problems and independence for 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	scientificprojectonline according to the agreement 4 X 50			0%

5	understand interventions related to sensory and motor problems for children on the autism spectrum, apply interventions related to sensory and motor problems for children on the autism spectrum	1.describes interventions related to sensory and motor problems in children on the autism spectrum 2.simulating interventions related to sensory and motor problems in 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	scientificprojectonline according to the agreement 4 X 50			0%
6	understand interventions related to behavioral problems of children on the autism spectrum, apply interventions related to behavioral problems of children on the autism spectrum	1.describes interventions related to behavioral problems in children on the autistic spectrum 2.simulating interventions related to behavioral problems 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	scientificprojectonline according to the agreement 4 X 50			0%
7	understand the implementation of comprehensive interventions based on the profile of children on the autism spectrum	1.analyzing the profiles of Children on the Autism Spectrum 2.make priority decisions on handling problems of children on the autism spectrum 3.determine intervention strategies that suit the characteristics of autistic spectrum children	<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 4 X 50			0%
8	understand meeting material 1-7	describe meeting material 1-7	<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	UTS 4 X 50			0%
9	develop an intervention program for children on the autism spectrum	develop an intervention program for 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	scientificproject 4 X 50			0%
10	develop an intervention program for children on the autism spectrum	develop an intervention program for 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	scientificproject 4 X 50			0%

11	understand the evaluation of intervention programs for children on the autism spectrum	explains the evaluation of an intervention program for 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	scientificproject 4 X 50			0%
12	applying an intervention program for children on the autism spectrum	implementing an intervention program for 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	scientificproject 4 X 50			0%
13	applying an intervention program for children on the autism spectrum	implementing an intervention program for 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	scientificproject 4 X 50			0%
14	applying an intervention program for children on the autism spectrum	implementing an intervention program for 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	scientificproject 4 X 50			0%
15	applying an intervention program for children on the autism spectrum	implementing an intervention program for 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	scientificproject 4 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.
- 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.

