



**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																																																																																			
LEARNING CHILDREN ON THE AUTISM SPECTRUM	8620202374	Compulsory Study Program Subjects	T=1	P=1	ECTS=3.18	4	January 4, 2023																																																																																			
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator																																																																																				
	Muhammad Nurul Ashar, S.Pd., M.Ed.		Prof. Dr. Budiyanto, 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-8	Applying special education science based on technology and local wisdom by prioritizing inclusive education																																																																																								
	PLO-10	Designs special education curriculum and service programs.																																																																																								
	Program Objectives (PO)																																																																																									
	PO - 1	Mastering the theoretical concept of learning styles for children on the autism spectrum, learning models for children on the autism spectrum and academic curriculum for children on the autism spectrum																																																																																								
	PO - 2	Skilled in providing academic services for children on the autism spectrum																																																																																								
	PO - 3	Skilled in working independently, working together in collaborative teams, being responsible for both individual and team tasks, as well as communicating ideas, opinions and arguments orally/written in resolving cases related to the learning of children on the autism spectrum																																																																																								
	PLO-PO Matrix																																																																																									
		<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="width: 10%;">P.O</th> <th style="width: 15%;">PLO-8</th> <th style="width: 15%;">PLO-10</th> <th colspan="8"></th> </tr> </thead> <tbody> <tr> <td>PO-1</td> <td></td> <td></td> <td colspan="8"></td> </tr> <tr> <td>PO-2</td> <td></td> <td></td> <td colspan="8"></td> </tr> <tr> <td>PO-3</td> <td></td> <td></td> <td colspan="8"></td> </tr> </tbody> </table>						P.O	PLO-8	PLO-10									PO-1											PO-2											PO-3																																																	
	P.O	PLO-8	PLO-10																																																																																							
PO-1																																																																																										
PO-2																																																																																										
PO-3																																																																																										
PO Matrix at the end of each learning stage (Sub-PO)																																																																																										
	<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th rowspan="2" style="width: 10%;">P.O</th> <th colspan="16" style="text-align: center;">Week</th> </tr> <tr> <th style="width: 3%;">1</th> <th style="width: 3%;">2</th> <th style="width: 3%;">3</th> <th style="width: 3%;">4</th> <th style="width: 3%;">5</th> <th style="width: 3%;">6</th> <th style="width: 3%;">7</th> <th style="width: 3%;">8</th> <th style="width: 3%;">9</th> <th style="width: 3%;">10</th> <th style="width: 3%;">11</th> <th style="width: 3%;">12</th> <th style="width: 3%;">13</th> <th style="width: 3%;">14</th> <th style="width: 3%;">15</th> <th style="width: 3%;">16</th> </tr> </thead> <tbody> <tr> <td>PO-1</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-2</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-3</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </tbody> </table>						P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1																	PO-2																	PO-3																
P.O	Week																																																																																									
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																																																																										
PO-1																																																																																										
PO-2																																																																																										
PO-3																																																																																										
Short Course Description	This course examines the concept of learning styles for children on the autism spectrum, behavioral learning models for children on the autism spectrum, developmental learning models for children on the autism spectrum, cognitive learning models for children on the autism spectrum, multi-dimensional learning models for children on the autism spectrum, academic curriculum for children on the autism spectrum, learning planning for children on the autism spectrum, implementing learning for children on the autism spectrum and evaluating learning for children on the autism spectrum. Lectures are carried out using direct learning, case study, small-group discussion, problem-based learning, project-based learning and collaborative learning methods.																																																																																									
References	Main :																																																																																									

1. American Psychiatric Association. 2013. Diagnostic and statistical manual of mental disorders (DSM-5®) . American Psychiatric Pub.
2. Ashar, M. N., & Kholidya, C. F. (2019, December). Managing Challenging Behaviors of Students with Autism Spectrum Disorder in Inclusive Schools Setting. In 3rd International Conference on Special Education (ICSE 2019) (pp. 368-370). Atlantis Press.
3. Ashar, M. N. 2019, December. Teacher Skills in Communicating with Students with ASD in Inclusive Schools. In 3rd International Conference on Education Innovation (ICEI 2019) (pp. 340-343). Atlantis Press.
4. Budiyanto. 2018. Merancang Identifikasi, Asesmen, Planing Matriks dan Layanan Kekhususan Peserta Didik Berkebutuhan Khusus di Sekolah Inklusif . Surabaya: Jakad Publishing.
5. Chiang, H. M. 2018. Curricula for Teaching Students with Autism Spectrum Disorder . Springer.
6. Ennis-Cole, D. L. 2015. Technology for learners with autism spectrum disorders . Berlin: Springer.
7. Fletcher-Watson, S., & Happé, F. 2019. Autism: a new introduction to psychological theory and current debate . Routledge.
8. Gargiulo, Richard M. 2012. Special Education in Contemporary Society: An Introduction to Exceptionality . Sage Publications, Inc.
9. Lang, R., Hancock, T. B., & Singh, N. N. 2016. Early intervention for young children with autism spectrum disorder . Springer.
10. Leaf, J. B. (Ed.). 2017. Handbook of social skills and Autism spectrum disorder: Assessment, curricula, and intervention . Springer.
11. Mesibov, G. 2018. Accessing the curriculum for pupils with autistic spectrum disorders: Using the TEACCH programme to help inclusion . Routledge.
12. Prior, M., & Roberts, J. 2012. Early intervention for children with autism spectrum disorders: 'Guidelines for good practice' FaHCSIA.
13. Tarbox, J., Dixon, D., Sturmey, P., & Matson, J. 2014. Handbook of early intervention for autism spectrum disorders . Springer New York.

Supporters:

1. Video Pembelajaran Autis

Supporting lecturer

Prof. Dr. Budiyanto, M.Pd.
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	1. Able to examine the concept of learning styles of children on the autism spectrum 2. Act independently and responsibly in completing individual tasks	Mentions competencies, descriptions, learning course materials for children on the autism spectrum	Criteria: 1.4: mention and explain the 4 CPs correctly 2.3: just mention and explain correctly the 3 CPs 3.2: name and explain correctly 2 CP 4.1: mention and explain 1 CP 5.0: did not answer Form of Assessment : Participatory Activities	Direct learning, 2 X 50 synchronous tutorial		Material: Autism Library: American Psychiatric Association. 2013. Diagnostic and statistical manual of mental disorders (DSM-5®). American Psychiatric Pub.	2%
2	Evaluating the concept of learning models for children on the autism spectrum	Compiling the learning characteristics of children on the autism spectrum	Criteria: 1.4: the writing is close to the same or 300 words, and describes the nature and scope of Linguistics correctly. 2.3: the writing is generally correct, only one aspect is incorrectly explained 3.2: the writing only contains two correct aspects. 4.1: writing in general does not answer commands. Form of Assessment : Participatory Activities	collaborative scientific 2 X 50		Material: Autism Learning Model References: Prior, M., & Roberts, J. 2012. Early intervention for children with autism spectrum disorders: FaHCSIA 'Guidelines for good practice'.	4%

3	Evaluating the concept of learning models for children on the autism spectrum	Compiling the learning characteristics of children on the autism spectrum	<p>Criteria:</p> <p>1.4: the writing is close to the same or 300 words, and describes the nature and scope of Linguistics correctly.</p> <p>2.3: the writing is generally correct, only one aspect is incorrectly explained</p> <p>3.2: the writing only contains two correct aspects.</p> <p>4.1: writing in general does not answer commands.</p> <p>Form of Assessment : Participatory Activities</p>	collaborative scientific 2 X 50		<p>Material: Autism Learning Model</p> <p>References: <i>Prior, M., & Roberts, J. 2012. Early intervention for children with autism spectrum disorders: FaHCSIA'Guidelines for good practice'.</i></p>	4%
4	Evaluating the concept of learning models for children on the autism spectrum	Compiling the learning characteristics of children on the autism spectrum	<p>Criteria:</p> <p>1.4: the writing is close to the same or 300 words, and describes the nature and scope of Linguistics correctly.</p> <p>2.3: the writing is generally correct, only one aspect is incorrectly explained</p> <p>3.2: the writing only contains two correct aspects.</p> <p>4.1: writing in general does not answer commands.</p> <p>Form of Assessment : Participatory Activities</p>	collaborative scientific 2 X 50		<p>Material: Autism Learning Model</p> <p>References: <i>Prior, M., & Roberts, J. 2012. Early intervention for children with autism spectrum disorders: FaHCSIA'Guidelines for good practice'.</i></p>	4%
5	Evaluating the concept of learning models for children on the autism spectrum	Compiling the learning characteristics of children on the autism spectrum	<p>Criteria:</p> <p>1.4: the writing is close to the same or 300 words, and describes the nature and scope of Linguistics correctly.</p> <p>2.3: the writing is generally correct, only one aspect is incorrectly explained</p> <p>3.2: the writing only contains two correct aspects.</p> <p>4.1: writing in general does not answer commands.</p> <p>Form of Assessment : Participatory Activities</p>	collaborative scientific 2 X 50		<p>Material: Autism Learning Model</p> <p>References: <i>Prior, M., & Roberts, J. 2012. Early intervention for children with autism spectrum disorders: FaHCSIA'Guidelines for good practice'.</i></p>	4%

6	Understanding learning management for children on the autism spectrum in inclusive schools	Describe learning management strategies for children on the autism spectrum in inclusive schools.	<p>Criteria:</p> <ol style="list-style-type: none"> 1.4: correct content and placement; 2.3: the content is correct, there is a placement error, or the content is incorrectly placed 3.2: partially correct content, and partially correct placement 4.1: partially correct and incorrect placement or correct placement and incorrect content. <p>Form of Assessment : Participatory Activities</p>	collaborative scientific 3 X 50		<p>Material: Curriculum for Autistic Children Reference: <i>Chiang, HM 2018. Curricula for Teaching Students with Autism Spectrum Disorder. Springer.</i></p>	2%
7	Understanding learning management for children on the autism spectrum in inclusive schools	Describe learning management strategies for children on the autism spectrum in inclusive schools.	<p>Criteria:</p> <ol style="list-style-type: none"> 1.4: correct content and placement; 2.3: the content is correct, there is a placement error, or the content is incorrectly placed 3.2: partially correct content, and partially correct placement 4.1: partially correct and incorrect placement or correct placement and incorrect content. <p>Form of Assessment : Participatory Activities</p>	collaborative scientific 3 X 50		<p>Material: Curriculum for Autistic Children Reference: <i>Chiang, HM 2018. Curricula for Teaching Students with Autism Spectrum Disorder. Springer.</i></p>	4%
8	Understand meeting material 2-7	Explain meeting material 2-7	<p>Criteria:</p> <ol style="list-style-type: none"> 1.10 points for a precise and comprehensive answer 2.Point 7 for the right answer but less comprehensive 3.Point 3 for incorrect answer 4.0 points for blank answers <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	UTS 3 X 50		<p>Material: UTS Reader: <i>Chiang, HM 2018. Curricula for Teaching Students with Autism Spectrum Disorder. Springer.</i></p>	20%
9	Understand the process of preparing learning plans for children on the autism spectrum	Explains the process of preparing learning plans for children on the autism spectrum	<p>Criteria:</p> <ol style="list-style-type: none"> 1.4: mention the whole process and explain it properly. 2.3: mention the entire process and explain what went wrong. 3.2: mentions the whole process, explains everything wrong 4.1: call wrong and explain wrong. <p>Form of Assessment : Participatory Activities</p>	collaborative scientific 3 X 50		<p>Material: Curriculum for Autistic Children Reader: <i>Budiyanto. 2018. Designing Identification, Assessment, Planning Matrix and Specific Services for Students with Special Needs in Inclusive Schools. Surabaya: Jakad Publishing.</i></p>	4%

10	Understanding the preparation of learning evaluations for children on the autism spectrum	Describe the process of preparing learning evaluations for children on the autism spectrum	<p>Criteria:</p> <p>1.4. The content is complete, coherent and the writing is easy to understand</p> <p>2.3. The content is complete, coherent, not easy to understand</p> <p>3.2. Complete content, coherent structure, understandable</p> <p>4.1. The content is incomplete, incoherent and difficult to understand</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	collaborative scientific 3 X 50		<p>Material: Learning Plan Reader: <i>Budiyanto. 2018. Designing Identification, Assessment, Planning Matrix and Specific Services for Students with Special Needs in Inclusive Schools. Surabaya: Jakad Publishing.</i></p>	4%
11	Understanding the preparation of learning evaluations for children on the autism spectrum	Describe the process of preparing learning evaluations for children on the autism spectrum	<p>Criteria:</p> <p>1.4. The content is complete, coherent and the writing is easy to understand</p> <p>2.3. The content is complete, coherent, not easy to understand</p> <p>3.2. Complete content, coherent structure, understandable</p> <p>4.1. The content is incomplete, incoherent and difficult to understand</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	collaborative scientific 3 X 50		<p>Material: Learning Plan Reader: <i>Budiyanto. 2018. Designing Identification, Assessment, Planning Matrix and Specific Services for Students with Special Needs in Inclusive Schools. Surabaya: Jakad Publishing.</i></p>	3%
12	Implementing learning for children on the autism spectrum	Implementing learning for children with the autism spectrum in special schools,	<p>Criteria:</p> <p>1.4. Complete teaching materials, good results</p> <p>2.3. Complete teaching materials, normal results</p> <p>3.2. Complete teaching materials, lacking results</p> <p>4.1. Teaching materials are incomplete, results are lacking</p> <p>Form of Assessment : Practice / Performance</p>	collaborative scientific 3 X 50		<p>Material: Management of autistic behavior References: <i>Ashar, MN, & Kholidya, CF (2019, December). Managing Challenging Behaviors of Students with Autism Spectrum Disorder in Inclusive Schools Settings. In 3rd International Conference on Special Education (ICSE 2019) (pp. 368-370). Atlantis Press.</i></p>	3%

13	Implementing learning for children on the autism spectrum	Implementing learning for children with the autism spectrum in special schools,	<p>Criteria:</p> <ol style="list-style-type: none"> 1.4. Complete teaching materials, good results 2.3. Complete teaching materials, normal results 3.2. Complete teaching materials, lacking results 4.1. Teaching materials are incomplete, results are lacking <p>Form of Assessment : Practice / Performance</p>	collaborative scientific 3 X 50		<p>Material: Management of autistic behavior References: Ashar, MN, & Kholidya, CF (2019, December). <i>Managing Challenging Behaviors of Students with Autism Spectrum Disorder in Inclusive Schools Settings. In 3rd International Conference on Special Education (ICSE 2019) (pp. 368-370). Atlantis Press.</i></p> <hr/> <p>Material: Communication with Autism Reference: Ashar, MN 2019, December. <i>Teacher Skills in Communicating with Students with ASD in Inclusive Schools. In 3rd International Conference on Education Innovation (ICEI 2019) (pp. 340-343). Atlantis Press.</i></p>	4%
14	Implementing learning for children on the autism spectrum	Implementing learning for children with the autism spectrum in special schools,	<p>Criteria:</p> <ol style="list-style-type: none"> 1.4. Complete teaching materials, good results 2.3. Complete teaching materials, normal results 3.2. Complete teaching materials, lacking results 4.1. Teaching materials are incomplete, results are lacking <p>Form of Assessment : Practice / Performance</p>	collaborative scientific 3 X 50		<p>Material: Management of autistic behavior References: Ashar, MN, & Kholidya, CF (2019, December). <i>Managing Challenging Behaviors of Students with Autism Spectrum Disorder in Inclusive Schools Settings. In 3rd International Conference on Special Education (ICSE 2019) (pp. 368-370). Atlantis Press.</i></p> <hr/> <p>Material: Communication with Autism Reference: Ashar, MN 2019, December. <i>Teacher Skills in Communicating with Students with ASD in Inclusive Schools. In 3rd International Conference on Education Innovation (ICEI 2019) (pp. 340-343). Atlantis Press.</i></p>	6%

15	Carrying out learning evaluations for children on the autism spectrum	Develop a report on the results of learning practice and reflection on learning results. Present a report on the results of learning practice and reflection on learning results	Criteria: 1.4: complete and appropriate reports, reflections and presentations 2.3: reports, reflections and presentations are incomplete and inappropriate 3.2: reports, reflections and presentations are not complete and appropriate 4.1: reports, reflections and presentations are incomplete and inappropriate Form of Assessment : Project Results Assessment / Product Assessment	collaborative scientific 3 X 50		Material: Autism Learning Model Reference: <i>Chiang, HM 2018. Curricula for Teaching Students with Autism Spectrum Disorder. Springer.</i>	2%
16	UAS- Understanding the material throughout the meeting	Doing UAS questions	Criteria: According to the rubric Form of Assessment : Project Results Assessment / Product Assessment	Case Study 3 X 50		Material: Learning project References: <i>Tarbox, J., Dixon, D., Sturmey, P., & Matson, J. 2014. Handbook of early intervention for autism spectrum disorders . Springer New York.</i>	30%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	28%
2.	Project Results Assessment / Product Assessment	59%
3.	Practice / Performance	13%
		100%

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.