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

SEMESTER LEARNING PLAN

Courses		CODE	Course Family		Credit Weight			SEMESTER	Compilation Date
Learning for Children on the Autism Spectrum		8620203179			**T=3**	**P=0**	**ECTS=4.77**	6	July 18, 2024
AUTHORIZATION		**SP Developer**			**Course Cluster Coordinator**			**Study Program Coordinator**	
		....			....			Dr. H. Pamuji, M.Kes.	

Learning model	Project Based Learning
Program Learning Outcomes (PLO)	**PLO study program that is charged to the course**
	Program Objectives (PO)
	PLO-PO Matrix
	P.O
	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

Short Course Description	The Learning Course for Children with the Autism Spectrum is a course that provides understanding and knowledge, as well as experience and skills to students through theories, concepts, principles, processes, strategies, techniques and learning methods for children with the autism spectrum as well as the ability to plan, apply, evaluate and solving problems in teaching children with autism and equipping students to be able to make decisions in applying learning for children on the autism spectrum and finding alternative solutions in solving problems in the field of learning for children on the autism spectrum both in special schools and inclusive schools. Lectures are carried out using a system of presentations, discussions, individual assignments, group assignments and reflection.

References	**Main :**

1. Chiang, H. M. 2018. Curricula for Teaching Students with Autism Spectrum Disorder . Springer.
2. Ennis-Cole, D. L. 2015. Technology for learners with autism spectrum disorders . Berlin: Springer.
3. Fletcher-Watson, S., & Happé, F. 2019. Autism: a new introduction to psychological theory and current debate . Routledge.
4. Gargiulo, Richard M. 2012. Special Education in Contemporary Society: An Introduction to Exceptionality . Sage Publications,Inc
5. Lang, R., Hancock, T. B., & Singh, N. N. 2016. Early intervention for young children with autism spectrum disorder . Springer.
6. Leaf, J. B. (Ed.). 2017. Handbook of social skills and Autism spectrum disorder: Assessment, curricula, and intervention . Springer.
7. Mesibov, G. 2018. Accessing the curriculum for pupils with autistic spectrum disorders: Using the TEACCH programme to help inclusion . Routledge.
8. Prior, M., & Roberts, J. 2012. Early intervention for children with autism spectrum disorders:'Guidelines for good practice'2012. FaHCSIA .
9. Tarbox, J., Dixon, D., Sturmey, P., & Matson, J. 2014. Handbook of early intervention for autism spectrum disorders . Springer New York.
10. Vaughn, Sharon., Bos, Candace S., Schumm, Jeanne Shay. 2000. Teaching Exceptional, Diverse, and at-Risk Student in The General Education Classroom . United State of America: A Pearson Education Company

	Supporters:

Supporting lecturer	Prof. Dr. Budiyanto, 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	Understanding competencies, descriptions of learning course material for children on the autism spectrum	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	ScientificCollaborative 3 X 50			0%
2	Understanding the learning characteristics of 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.	collaborative scientific 3 X 50			0%
3	Understanding learning models for children on the autism spectrum	1.Explains a learning model for children on the autism spectrum based on behavioral theory. 2.Explains the learning model for children on the autism spectrum based on developmental theory.	**Criteria:** 1.4: complete and correct content and attractive appearance 2.3: the content is complete and correct, the appearance is not attractive or the appearance is attractive but there are inaccuracies in the content 3.2: the content is partly correct, the appearance is attractive 4.1: the content is incorrect and the appearance is not attractive.	collaborative scientific 3 X 50			0%
4	Understanding learning models for children on the autism spectrum	1.Explains learning models for children on the autism spectrum based on cognitive theory. 2.Explains a learning model for children on the autism spectrum based on multi-disciplinary theory.	**Criteria:** 1.4: complete and correct content and attractive appearance 2.3: the content is complete and correct, the appearance is not attractive or the appearance is attractive but there are inaccuracies in the content 3.2: the content is partly correct, the appearance is attractive 4.1: the content is incorrect and the appearance is not attractive.	collaborative scientific 3 X 50			0%

5	Understanding learning management for children on the autism spectrum in special schools	Describe learning management strategies for children on the autism spectrum in special schools	**Criteria:** 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.	collaborative scientific 3 X 50			0%
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.	**Criteria:** 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.	collaborative scientific 3 X 50			0%
7	Understand the management of transitional education in special needs children's service units/institutions/autism service centers	Describe strategies for managing transitional education in units/institutions serving children with special needs/autism service centers	**Criteria:** 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.	collaborative scientific 3 X 50			0%
8	Understand meeting material 2-7	Explain meeting material 2-7	**Criteria:** 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	UTS 3 X 50			0%
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	**Criteria:** 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.	collaborative scientific 3 X 50			0%

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	**Criteria:** 1.4. The content is complete, coherent and the writing is easy to understand 2.3. The content is complete, coherent, not easy to understand 3.2. Complete content, coherent structure, understandable 4.1. The content is incomplete, incoherent and difficult to understand	collaborative scientific 3 X 50			0%
11	Developing learning aids for children on the autism spectrum	Developing learning aids for children on the autism spectrum	**Criteria:** 1.4. on topic, easy to use, sustainable 2.3. on topic, easy to use, non-sustainable 3.2. on topic, complicated, unsustainable 4.1. off topic, complicated, unsustainable	collaborative scientific 3 X 50			0%
12	Implementing learning for children on the autism spectrum in special schools, inclusive schools and special needs children's service units.	Implementing learning for children with the autism spectrum in special schools,	**Criteria:** 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	collaborative scientific 3 X 50			0%
13	Implementing learning for children on the autism spectrum in special schools, inclusive schools and special needs children's service units.	Implementing learning for children on the autism spectrum in inclusive schools	**Criteria:** 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	collaborative scientific 3 X 50			0%
14	Implementing learning for autistic children in special schools, inclusive schools and special needs children's service units	Implementing learning for autistic children in special needs children's service units	**Criteria:** 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	collaborative scientific 3 X 50			0%

| 15 | Prepare reports on learning practice results and reflection on learning results | 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 | collaborative scientific 3 X 50 | | | 0% |
| 16 | UAS-Understanding the material throughout the meeting | Doing UAS questions | **Criteria:**
According to the rubric | Case Study 3 X 50 | | | 0% |

Evaluation Percentage Recap: Project Based Learning

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.