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

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
BEHAVIOR MODIFICATION	8611702038	Compulsory Study Program Subjects	T=2	P=0	ECTS=4.48	2	April 28, 2023

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
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Learning model	Case Studies

Program Learning Outcomes (PLO)	**PLO study program that is charged to the course**	
	PLO-30	Develop special education service techniques in specialty development programs;
	PLO-40	Mastering the knowledge and learning approaches that are able to maintain and develop the quality of education at undergraduate level and in the profession of serving children with special needs.
	Program Objectives (PO)	
	PO - 1	Mastering knowledge and learning approaches to develop the quality of special education and services related to behavior modification for children with special needs
	PO - 2	Develop special education service techniques in behavior modification programs for children with special needs
	PLO-PO Matrix	

P.O	PLO-30	PLO-40
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 behavior modification for children with special needs including the relationship between behavior modification with children with special needs and special education, the nature of behavior modification, understanding behavior and basic principles of behavior as well as behavior modification, improving and maintaining behavior, reducing and eliminating behavior, behavioral problems of children with special needs , methods, techniques, digital and non-digital media for implementing behavior modification for children with special needs (ABA method: Applied Behavior Analysis, LEAP, Floor Time, Kaufman method, techniques: modeling, token economics, assertiveness, relaxation, and others according to the 4.0 era, etc.), assessments and programs related to behavior modification, evaluation in behavior modification. 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). Lecture activities are carried out using a project based learning model

References	**Main :**	

1. Eelen, P. 2018. Behaviour Therapy and Behaviour Modification Background and Development. Psychologica Belgica , 58(1), pp. 184–195, DOI: https://doi.org/10.5334/pb.450.
2. Kurgat, A., Chebet, W. T., Rotich, J. K. 2015. Behavior Modification and Organizational Development: Revisiting The Theories of Learning. European Journal of Psychological Research , Vol. 2 No. 1 ISSN 2057-4794.
3. Martin, G & Pear, J.,J. 2014. Behavior Modification What It Is and How To Do It , Ninth Edition. New Jersey: Prentice-Hall International, Inc.
4. Matson, J.,L. 2009. Applied Behavior Analysis for children with Autism Spectrum Disorders . Springer.
5. Purwanta, E. 2005. Modifikasi Perilaku . Jakarta : Dirjend Dikti Depdiknas.
6. Sharma, A., Malawade, M., Shrikhande, S. 2018. Effectiveness of Behaviour Modification Strategies in School Going Children for Specific Classroom Behaviour. Pediatrics & Therapeutics , Volume 8 • Issue 2, 1000347, DOI: 10.4172/2161-0665.1000347, ISSN: 2161-0665.
7. Sue, D., et al. 2006. Understanding Abnormal Behavior . Boston : Houghton Mifflin Company

	Supporters:	

Supporting lecturer	Dr. Wiwik Widajati, 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 behavior modification	Explain the concept of behavior modification 1. Definition 2. Goals 3. Benefits 4. Basic principles	**Criteria:** 1.4: The written results are in accordance with theory and empirical conditions 2.3: The results of the writing are in accordance with theory only or in accordance with empirical conditions only 3.2: The written results are slightly supported by theory or empirical conditions 4.1: The written results are not supported by theory and empirical conditions **Form of Assessment** : Participatory Activities	Presentation-substantive/Scientific 2 X 50			3%
2	Understand models of behavior modification approaches	Explain the approach models: 1. Psychodynamic approach (concept and implementation) 2. Medical approach (concept and implementation)	**Criteria:** 1.4: The written results are in accordance with theory and empirical conditions 2.3: The results of the writing are in accordance with theory only or in accordance with empirical conditions only 3.2: The written results are slightly supported by theory or empirical conditions 4.1: The written results are not supported by theory and empirical conditions **Form of Assessment** : Participatory Activities	Presentation-substantive/Scientific 2 X 50			3%

3	Understand models of behavior modification approaches	1.Explaining approach models: Ecological approach (concept and implementation) 2.Behavioristic approach (concept and implementation)	**Criteria:** 1.4: The written results are in accordance with theory and empirical conditions 2.3: The results of the writing are in accordance with theory only or in accordance with empirical conditions only 3.2: The written results are slightly supported by theory or empirical conditions 4.1: The written results are not supported by theory and empirical conditions **Form of Assessment** : Participatory Activities	Presentation-substantive/Scientific 2 X 50			2%
4	Understanding assessments for deviant behavior problems in children with special needs (ABK)	Create assessment instruments for deviant behavior problems in children with special needs (ABK)	**Criteria:** 1.4: The assessment results are correct, supported by correct analysis based on theory 2.3: The assessment results are correct, supported by correct analysis but not based on theory 3.2: The assessment results are correct, but not supported by analysis and theory 4.1: The assessment results are not precise, and are not supported by analysis and theory **Form of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	Presentation-substantive/Scientific 2 X 50			2%

5	Understanding assessments for deviant behavior problems in children with special needs (ABK)	1. Explain the assessment for deviant behavior problems in children with special needs. Assessment of deviant behavior for ABK (blind, deaf) 2. Determination of dominant deviant behavior in ABK (mental retardation, quadriplegic)	**Criteria:** 1. 4: The assessment results are correct, supported by correct analysis based on theory 2. 3: The assessment results are correct, supported by correct analysis but not based on theory 3. 2: The assessment results are correct, but not supported by analysis and theory 4. 1: The assessment results are not precise, and are not supported by analysis and theory **Form of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	Presentation-substantive/Scientific 2 X 50			3%
6	Understanding assessments for deviant behavior problems in children with special needs (ABK)	Explains assessments for deviant behavior problems in children with special needs. Assessment of deviant behavior of crew members (blind, deaf)	**Criteria:** 1. 4: The assessment results are correct, supported by correct analysis based on theory 2. 3: The assessment results are correct, supported by correct analysis but not based on theory 3. 2: The assessment results are correct, but not supported by analysis and theory 4. 1: The assessment results are not precise, and are not supported by analysis and theory **Form of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	Presentation-substantive/Scientific 2 X 50			5%
7	Able to discuss and communicate about how to improve and maintain crew behavior		**Criteria:** Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done **Form of Assessment** : Participatory Activities	Project based learning, 2 X 50 group discussions			3%

			Criteria / Form of Assessment				
8	Able to do UTS related tasks	Carrying out assignments related to UTS	**Criteria:** 10 **Form of Assessment** : Project Results Assessment / Product Assessment	The UTS assignment is related to 2 X 50 behavior modification material			10%
9	Understand the preparation of ABK deviant behavior intervention programs with appropriate approaches	Explain the preparation of intervention programs according to the approach model used	**Criteria:** 1.4: The program is in accordance with the assessment and is structured according to a logical format and is based on theory 2.3: The program is in accordance with the assessment but is not structured according to the format, logically and based on theory 3.2: The program is in accordance with the assessment but is not structured according to the format, and is not based on theory 4.1: The program is in accordance with the assessment and is not structured according to a format, not logically and not based on theory **Form of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	Interaction-Educative/Collaborative 2 X 50			2%
10	Understand tools/media to support deviant behavior intervention	Explain the development of intervention support tools/media	**Criteria:** 1.4: Media is appropriate to the program and created according to the format logically and based on theory 2.3: The media is appropriate to the program but not created according to the format, logically and based on theory 3.2: The media is appropriate to the program but is not made according to the format, and is not based on theory 4.1: The media is in accordance with the program and is not made according to the format, not logically and not based on theory **Form of Assessment** : Portfolio Assessment	Presentation-substantive/Scientific 2 X 50			2%

11	Able to create a behavior modification program for crew members	Create a behavior modification program for crew members	**Criteria:** 1.4: Media is appropriate to the program and created according to the format logically and based on theory 2.3: The media is appropriate to the program but not created according to the format, logically and based on theory 3.2: The media is appropriate to the program but is not made according to the format, and is not based on theory 4.1: The media is in accordance with the program and is not made according to the format, not logically and not based on theory **Form of Assessment** : Project Results Assessment / Product Assessment	Project based learning, 2 X 50 project based assignments			5%
12	Able to create programs and program practice videos as well as articles related to behavior modification for children with special needs	Create programs and video practice programs as well as articles related to behavior modification for children with special needs	**Criteria:** Score 4 if the program, video, article is very suitable and very good, Score 3 if the program, video, article is suitable and good, Score 2 if the program, video, article is quite suitable and quite good, Score 1 if the program, video or article is not suitable and not good **Form of Assessment** : Project Results Assessment / Product Assessment	Project based learning, 2 X 50 project based assignments			10%
13	Able to create programs and program practice videos as well as articles related to behavior modification for children with special needs	Create programs and video practice programs as well as articles related to behavior modification for children with special needs	**Criteria:** Score 4 if the program, video, article is very suitable and very good, Score 3 if the program, video, article is suitable and good, Score 2 if the program, video, article is quite suitable and quite good, Score 1 if the program, video or article is not suitable and not good **Form of Assessment** : Participatory Activities	Project based learning, 2 X 50 project based assignments			10%

No				Criteria	Learning Method			%
14	Able to create programs and program practice videos as well as articles related to behavior modification for children with special needs			**Criteria:** Score 4 if the program, video, article is very suitable and very good, Score 3 if the program, video, article is suitable and good, Score 2 if the program, video, article is quite suitable and quite good, Score 1 if the program, video or article is not suitable and not good	Project based learning, 2 X 50 project based assignments			10%
15	Able to create programs and program practice videos as well as articles related to behavior modification for children with special needs	Create programs and video practice programs as well as articles related to behavior modification for children with special needs		**Criteria:** Score 4 if the program, video, article is very suitable and very good, Score 3 if the program, video, article is suitable and good, Score 2 if the program, video, article is quite suitable and quite good, Score 1 if the program, video or article is not suitable and not good **Form of Assessment** : Project Results Assessment / Product Assessment	Project based learning, 2 X 50 project based assignments			15%
16	Able to work on project tasks related to UAS	Carrying out project tasks related to UAS		**Criteria:** Score 4 if the program, video, article is very suitable and very good, Score 3 if the program, video, article is suitable and good, Score 2 if the program, video, article is quite suitable and quite good, Score 1 if the program, video or article is not suitable and not good **Form of Assessment** : Project Results Assessment / Product Assessment	Project based learning, 2 X 50 project based assignments			25%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	27%
2.	Project Results Assessment / Product Assessment	71%
3.	Portfolio Assessment	2%
		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.
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.