



International Undergraduate Program  
Faculty of Psychology  
Universitas Gadjah Mada

**COURSE OUTLINE**  
**Children and Adolescents with Special Needs**

Course Code	: PSI201409
Period	: August-December 2022/2023
Credit	: 2
Class	: -
Perquisites	: Research Methodologies
Course Instructor(s)	: Elga Andriana, S.Psi., M.Ed., Ph.D.
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Teaching Assistant	: -
E-mail	: -
Location and Time	: Yogyakarta, Indonesia
Duration	: 14 weeks
Frequency of Meetings	: Once per week

**Course Description**

This course equips students with the knowledge and skills to identify the characteristics of children and adolescents with disabilities, understand the impact of disabilities on educational performance and achievements, and the relevant intervention using a multitiered approach. This course offers a field school where students can have classroom observations and discussions with children and teachers. During the field school, students are required to conduct a group mini research to explore needs, barriers, and supports for the children and adolescents with disabilities and present the findings to the class and/or the school community.

**Course Objectives/Learning Outcomes**

At the end of the course, students should be able to:

1. Students are able to identify the characteristics of children and adolescents with disabilities in the education setting.
2. Students are able to explain the impact of disabilities on learning performance and other performances in everyday life.
3. Students are able to identify needs, barriers, and supports to learning for children with disabilities in an educational context.
4. Students are able to conduct mini-research on children with disabilities by upholding the psychological code of ethics.
5. Students are able to present their research findings in the form of presentations and scientific papers.

## Readings

Books/book chapters:

- Andriana, E., & Evans, D. (2017). "Why I am chosen as inclusion child?": Listening to student voice on school experiences of inclusion in Indonesia. In V. Plows & B. Whitburn (Eds.), *Inclusive education: Making sense of everyday practice* (pp. 175-194). Sense Publishers.
- Evans, D., Andriana, E., Setiani, P., & Kumara, A. (2018). *Universal Design for Learning to Support Learning in Gunung Kidul. Who's In? Who's Out?. What to do about inclusive education*. Sense Publisher.
- Hall, T. E., Meyer, A., & Rose, D. H. (Eds.). (2012). *Universal design for learning in the classroom: Practical applications*. Guilford press.
- Hallahan, D., Kauffman, J., & Pullen, P.C. 2014. *Exceptional learners: An introduction to special education, 12th edition*. Pearson.
- Kirk S., Gallagher, J.J., Coleman, M.R., Anastasiow, N. 2012. *Educating exceptional children*. Wadsworth.
- Shogren, K. A., Wehmeyer, M. L., & Singh, N. N. (2017). *Handbook of positive psychology in intellectual and developmental disabilities*. Springer.

Journal articles:

- Andriana, E., Kiling Y.I., Evans, D. (in press). Inclusive education for indigenous students in the Indonesian context. *International Journal of Inclusive Education*.
- Nur, A., Andriana, E., & Evans, D. (2021). Conceptualising inclusion within Indonesian contexts. In *Schuelka, M.J., & Carrington, S. (Eds.), Global direction in inclusive education*. Routledge.
- Andriana, E., & Evans, D. (2021). Voices of students with intellectual disabilities: Experiences of transition in "inclusive schools" in Indonesia. *British Journal of Learning Disabilities*.
- Bonati, M. L., & Andriana, E. (2021). Amplifying children's voices within photovoice: Emerging inclusive education practices in Indonesia. *British Journal of Learning Disabilities*.
- de Leeuw, R.R., Little, C., Andriana, E., Evans, D., & Zanuttini, J.Z. (2020). Social inclusion through the eyes of the student: Voices of students with disabilities on friendship and acceptance. *International Journal of Disability, Development and Education*.
- Andriana, E., & Evans, D. (2020). Listening to the Voices of Students on Inclusive Education: Responses from Principals and Teachers in Indonesia. *International Journal of Educational Research*.

## Methods of Instruction:

Lectures: 30%

Discussion: 30%

Group work: 30%

Presentations: 10%

## Course Assessment

The final grade of the course will be compiled proportionally from the components below:

Examinations

- a. Group task - school observation report (20%)

- b. Group task – presentation on research findings (30%)
  - c. Individual task - paper (30%)
- Class participation (20%)

**Methods of Evaluation:**

**1. Examination (90%)**

a. Mid-term exam (30%)

The mid-term exam supports the achievement of course objective #1, #2, and #3. The mid-term exam takes the form of a classroom observation report and will cover the topic of week 1 – to week 7.

b. Final exam (60%)

The final exam supports the achievement of course objective #4 and #5. The final exam takes the form of in-class presentation and individual paper. It will cover the topic of week 8 – week 14.

b.1. Group presentation (30%)

Presentation Grading Indicator

<b>Grading Indicators</b>	<b>Max Score</b>
Comprehensiveness	20
Clarity of presentation	20
Clear presentation material (PPT, video, etc.)	20
Time discipline	20
Answer/response to questions	20
<b>TOTAL</b>	<b>100</b>

\*) Same score applies to all group members. Exception: if one member shows minimum effort and engagement in the group, then her/his score will be deducted 20 points.

b.2. Individual paper (30%)

Paper Grading Indicator

<b>Grading Indicators</b>	<b>Max Score</b>
Reference and in-text citation	20
Background problem	30
Analysis, results and discussion	40
On-time Submission	10
<b>TOTAL</b>	<b>100</b>

**2. Class Engagements (worth 10%)**

Students are expected to attend class, have required assignments prior to class time, and actively contribute to the discussion with thoughtful responses, reflections, and questions about the readings. In order to create meaningful class discussions, students are encouraged to review the suggested course readings attached to this course outline. Criteria assessing class engagements include the following behaviors and characteristics:

- Class attendance minimum 75% out of 14 meetings
- Engagement in-class discussion

- Contributing thoughtful, reflective comments, questions, or observations about the theories discussed in class
- Listening to others with respect
- Asking questions for clarification
- Allowing yourself to be open-minded, curious, make mistakes, and recognize that there will be times when you will not be able to make sense of the material. Please ask questions! Please see me!

### **Course Policies**

- Excused absences are described in the Undergraduate Student Manual/Attendance Policy. Students should attend at least 75% of the total 14 meetings; otherwise, the final examination is not granted, which can lead to an unsatisfactory grade for this course. Three or more absences (excused or unexcused) will necessitate a special advisement meeting with the course instructor to discuss the student's continuation in the course.
- Late papers will result in a two-point deduction from the paper grade itself for each day late.
- In the event of a canceled class, the instructor reserves the right to schedule a make-up class during exam week.

### **Academic Integrity**

Academic integrity is an ethical policy of academia from which students joining this course are not exempted. Among the ethical behaviors highlighted in this course, but not limited to, are: (i) learning commitment, reflected as the students meet the attendance requirements, and (ii) honest behavior, demonstrated as the students adhere to the non-plagiarism conduct. A breach of academic integrity can result in A FAILURE OF AN ENTIRE COURSE.

### **Attendance Policy**

Attending lectures demonstrates students learning commitments. In compliance with the Faculty Academic Regulation, students should attend 75% of the total lectures; otherwise, permission to attend the final examination is not granted, which in turn can lead to an unsatisfactory grade obtained for this course.

### **Plagiarism Policy**

Students should be fully aware that plagiarism is unethical behavior that breaches academic integrity and, therefore, may cause serious sanctions, from an unsatisfactory grade to a failure of the entire course. Overall, plagiarism is simply defined as presenting someone else's thoughts or work as your own. This action can vary from having inappropriate academic referencing to deliberate cheating. Below are the types of plagiarism students should be aware of:

1. **Copying:** using identical or very similar words to the original text or idea without acknowledging the source. Although this action is often subject to absentmindedness, it can be perceived as a deliberate action to present someone else's work as our own.

2. **Inappropriate paraphrasing:** changing a few words and phrases while still retaining the original structure and content without giving credit to the original sources.
3. **Collusion:** denying the contribution of others and claiming the work as a person's work. Collusion also includes making your work available to another student for them to copy it, stealing or obtaining another person's work to copy it, and taking full responsibility for another person's academic work either voluntarily or with financial gain.

For more information about plagiarism, visit <http://www.plagiarism.org/>.

### **Changes to Syllabus:**

As a student, you acknowledge receipt of this syllabus and the information herein by continuing to attend this course. As the instructor, I reserve the right to make changes to this syllabus if circumstances warrant such a change. All major changes will be provided to you in writing.

### **Appropriate Use of Electronic Devices in the Classroom**

The use of cell phones or other electronic devices during lectures and lab sessions for texting, talking, or any other purpose is disruptive to the other students, and, therefore, such use of electronic devices is prohibited. Please be courteous to your instructor and your fellow classmates and turn off all electronic devices and store them properly during class. The use of laptop computers and tablets during lectures and lab sessions must be limited to course activity only. Accessing any social media site (Facebook, Twitter, Instagram, etc.) or personal e-mail accounts during lectures and lab sessions is a violation of classroom policy. Students are prohibited from having cell phones or other electronic devices during examinations. All electronic devices should be turned off completely and properly stored away during examinations.

**Grading System:** The table below shows grade totals and corresponding letter grades for the course. Course grade totals ending in 95 or higher are rounded up to the next whole number.

A+	98-100
A	92-97
A-	89-91
A/B	86-88
B+	80-85
B	77-79
B-	74-76
B/C	70-73
C+	67-69
C	64-66
C-	60-63
C/D	57-59
D+	54-56

D	50-53
E (T)	< 50

**Course Calendar:**

<b>Meeting</b>	<b>Day &amp; Date</b>	<b>Topics</b>	<b>Learning &amp; Teaching Methods</b>	<b>Assessment</b>
1		<ul style="list-style-type: none"> <li>• Course introduction</li> <li>• Inclusive education in the Indonesian context</li> </ul>	Lecture, discussion	Class engagements
2		The definition, classification, causes, and characteristics of children and adolescents with sensory disabilities.	Lecture, case-based learning, discussion	Class engagements
3		The definition, classification, causes, and characteristics of children and adolescents with intellectual disabilities.	Lecture, case-based learning, discussion	Class engagements
4		The definition, classification, causes, and characteristics of children and adolescents with neurodiversity.	Lecture, case-based learning, discussion	Class engagements
5		Universal Design for Learning.	Guest lecture	Class engagements
6		Identifying needs, supports, and barriers to learning	Classroom observations	Class engagements
7		Identifying needs, supports, and barriers to learning	Classroom observations	Class engagements
<b>MIDTERM EXAM: Group task - school observation report (20%)</b>				
8		Preparation for mini research	Lecture, group discussion	Class engagements

9		Presentation on mini-research plan	Group presentations and discussion	Class engagements
10		Field research	Relevant data collections methods and analysis	Class engagements
11		Field research	Relevant data collections methods and analysis	Class engagements
12		Field research	Relevant data collections methods and analysis	Class engagements
13		Writing up a research report	Group discussion	Class engagements
14		Group presentations on research findings	Group presentations	Group presentation rubrics
Final Exam Break				
<b>FINAL EXAM:</b> Group task – presentation on research findings (30%) Individual task - paper (30%)				