



**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>																																	
Assessment and Intervention for Children with Physical Impairment	8620204022		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																																					
		<table border="1" style="margin: auto;"> <tr><td style="width: 100px; height: 20px;">P.O</td></tr> </table>					P.O																															
P.O																																						
	PO Matrix at the end of each learning stage (Sub-PO)																																					
	<table border="1" style="margin: auto;"> <tr> <td rowspan="2" style="width: 30px; height: 20px;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 20px;">1</td><td style="width: 20px;">2</td><td style="width: 20px;">3</td><td style="width: 20px;">4</td><td style="width: 20px;">5</td><td style="width: 20px;">6</td><td style="width: 20px;">7</td><td style="width: 20px;">8</td><td style="width: 20px;">9</td><td style="width: 20px;">10</td><td style="width: 20px;">11</td><td style="width: 20px;">12</td><td style="width: 20px;">13</td><td style="width: 20px;">14</td><td style="width: 20px;">15</td><td style="width: 20px;">16</td> </tr> </table>					P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
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<b>Short Course Description</b>	<p>This course study discusses the importance of early assessment and intervention for children with physical impairments. The studies in this course include: (1) Orientation of early intervention assessment courses for children with disabilities, (2) problems of children with disabilities at an early age, (3) assessment and early intervention for children with disabilities, (4) assessment and early intervention education, (5) Assessment and program planning in early intervention, (6) assessment and early intervention for children with motor impairments, (7) assessment and early intervention for children with physical impairments with cognitive development barriers, (8) assessment and early intervention for children with physical impairments with communication barriers, (9) early assessment and intervention for disabled children with social and emotional development barriers, (10) Professionalization in early assessment and intervention for physically disabled children. Lectures are carried out using a system of presentations, discussions, project assignments and reflection.</p>																																					
<b>References</b>	<b>Main :</b>																																					
	<ol style="list-style-type: none"> <li>1. Corinne. G. Et all. 1981. Early Intervention for children with Special Needs and Their Families . Westar, USA.</li> <li>2. Direktorat Pembinaan Sekolah Luar Biasa. 2008. Identifikasi dan Asesmen Anak Berkebutuhan Khusus, Pedoman Khusus Pendidikan Inklusif . Jakarta: Depdiknas.</li> <li>3. Hallahan, D.P., &amp; Kauffman, J. 1986. Introduction Special Education Third Edition . Printice Hall.</li> <li>4. Hanson, M.J., &amp; Lynch, E.W. 1989. Early Intervention, Implementing child and family services for infants and toddlers who are at-risk or disabled . PRO-ED Inc. Texas.</li> <li>5. Hargove, Linda J., dan Poteet, James A. 1984. Assessment in Special Education, the Education Evaluation , New Jersey, Prentice Hall, Inc.</li> <li>6. McLoughlin, James A., dan Rena B. Lewis. 2008. Assessing Students with Special Needs, Seventh Edition . Pearson Prentice hall.</li> <li>7. Munawir Yusuf, 2005, Asesmen Anak Berkebutuhan Khusus, Panduan Bagi Guru di SekolahReguler,Makalah Disampaikan Dalam Kegiatan Pelatihan Lanjut Pendidikan Inklusif Bagi Guru Sekolah Dasar dan Menengah di Seluruh Indonesia , Bandung, 14-19Nopember 2005.</li> <li>8. Musyafak, A. 1995. Orthopedagogik Anak Tunadaksa . Jakarta: Depdikbud.</li> <li>9. Permanarian Somad, dkk. 2009 . Gangguan Interaksi Komunikasi . Bandung: Program StudiPendidikan Kebutuhan Khusus. Pasca Sarjana Universitas Pendidikan Indonesia.</li> <li>10. Simeonsson, Rune J. 1990. Psychological and Developmental Assessment of Special Children , Printed in the United States of America.</li> <li>11. Sudha., et all. 2004. An Overview of International Approaches to Early Intervention for Young Children with Specials Needs and Their Families</li> <li>12. Sunardi dan Sunaryo. 2007. Intervensi Dini Anak Berkebutuhan Khusus . Jakarta: Depdiknas. Dirjen Dikti. Direktorat Ketenagaan.</li> </ol>																																					
	<b>Supporters:</b>																																					

Supporting lecturer		Prof. Dr. Endang Pudjiastuti Sartinah, M.Pd. Prof. Dr. Sujarwanto, 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	Know the orientation of early intervention assessment courses for children with physical impairments	Explain the orientation of early intervention assessment courses for children with physical impairments	<b>Criteria:</b> Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done	Lecture Discussion Questions and Answers 4 X 50			0%
2	Understanding the problems of children with disabilities at an early age	· Explain the problems of children with disabilities at an early age. Identify the problems of children with disabilities at an early age	<b>Criteria:</b> Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done	Lecture Tutorial 4 X 50			0%
3	Understand the concept of assessment and early intervention for children with physical impairments	Explain the concept of early assessment and intervention for children with physical impairments Identify the concept of early assessment and intervention for children with physical impairments	<b>Criteria:</b> Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done	Lecture Tutorial Small-Group Discussion 2 X 50			0%
4	Understanding early educational assessment and intervention	Explain early educational assessment and intervention. Identify early educational assessment and intervention	<b>Criteria:</b> Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done	Lecture Tutorial Small group discussion 2 X 50			0%
5	Understand assessment and program planning in early intervention	Explain assessment and program planning in early intervention. Identify assessment and program planning	<b>Criteria:</b> Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done	Lecture Tutorial Small Group Discussion 4 X 50			0%
6	Understanding assessment and early intervention in quadriplegic children with motor disorders	Explaining assessment and early intervention for children with physical impairments with motor impairments Identifying assessment and early intervention for children with motor impairments with motor impairments	<b>Criteria:</b> Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done	Lecture Tutorial Small Group Discussion 4 X 50			0%

7	Understanding assessment and early intervention in children with physical impairments with cognitive development barriers	Explaining early assessment and intervention for children with physical impairments with cognitive development barriers Identifying early assessment and intervention for children with physical impairments with cognitive development barriers	<b>Criteria:</b> Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done	LectureTutorialSmall Group Discussion 4 X 50			0%
8	MIDTERM EXAM			4 X 50			0%
9	Understanding assessment and early intervention in children with physical impairments with communication barriers	Explain early assessment and intervention for children with physical impairments with communication barriers Identify assessment and early intervention for children with physical impairments with communication barriers	<b>Criteria:</b> Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done	LectureTutorialSmall Group Discussion 4 X 50			0%
10	Understanding early assessment and intervention for children with physical impairments with social and emotional development barriers	Explain early assessment and intervention for children with physical impairments with barriers to social and emotional development. Identify assessment and early intervention for children with physical impairments with barriers to social and emotional development	<b>Criteria:</b> Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done	LectureTutorialSmall Group Discussion 4 X 50			0%
11	Understanding professionalization in early assessment and intervention for children with physical impairments	Implementing assessment and early intervention planning for children with physical impairments	<b>Criteria:</b> Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done	LectureTutorialSmall Group Discussion 4 X 50			0%
12	Able to implement early assessment and intervention planning for children with physical impairments	Implementing assessment and early intervention planning for children with physical impairments	<b>Criteria:</b> Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done	LectureTutorialSmall Group Discussion 4 X 50			0%
13	Able to implement early assessment and intervention for children with physical impairments	Implementing assessment and early intervention for children with physical impairments in special schools and inclusive schools	<b>Criteria:</b> Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done	Project Based Lesrning 8 X 50			0%

14	Able to implement early assessment and intervention for children with physical impairments	Implementing assessment and early intervention for children with physical impairments in special schools and inclusive schools	<b>Criteria:</b> Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done	Project Based Learning 8 X 50			0%
15	Able to decide on follow-up actions and alternative solutions to solve problems in the field of assessment and early intervention for children with disabilities	- Analyzing problems in the field of early assessment and intervention for Tuandak children - Analyzing alternative solutions to solving problems in the field of early assessment and intervention for Tuandak children	<b>Criteria:</b> Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done	Project Base Learning 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.