



**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																																																
Assessment and Intervention for Intellectually Disabled Children	8620204023		T=4 P=0 ECTS=6.36	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																																																				
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td style="width: 50px; height: 20px;">P.O</td></tr> </table>					P.O																																														
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	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td colspan="16" style="text-align: center;">PO Matrix at the end of each learning stage (Sub-PO)</td></tr> <tr> <td rowspan="2" style="width: 50px; height: 20px;">P.O</td> <td colspan="15" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 20px; height: 20px;">1</td> <td style="width: 20px; height: 20px;">2</td> <td style="width: 20px; height: 20px;">3</td> <td style="width: 20px; height: 20px;">4</td> <td style="width: 20px; height: 20px;">5</td> <td style="width: 20px; height: 20px;">6</td> <td style="width: 20px; height: 20px;">7</td> <td style="width: 20px; height: 20px;">8</td> <td style="width: 20px; height: 20px;">9</td> <td style="width: 20px; height: 20px;">10</td> <td style="width: 20px; height: 20px;">11</td> <td style="width: 20px; height: 20px;">12</td> <td style="width: 20px; height: 20px;">13</td> <td style="width: 20px; height: 20px;">14</td> <td style="width: 20px; height: 20px;">15</td> <td style="width: 20px; height: 20px;">16</td> </tr> </table>					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
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	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																																					
Short Course Description	<p>This course discusses material related to the basic science of assessment and intervention for mentally retarded children, principles and theories related to assessment and intervention for mentally retarded children, the nature and characteristics of mentally retarded children, the meaning and purpose of assessment for mentally retarded children, benefits and scope assessment of mentally retarded children, assessment of psychological and academic abilities and needs of mentally retarded children, diagnostic process in assessing mentally retarded children, development of assessment instruments for mentally retarded children, models; methods; techniques for implementing assessments of mentally retarded children, interpretation of assessment data for mentally retarded children, understanding; aims and functions of child intervention mentally retarded, scope; principles; forms of intervention for mentally retarded children, components; approaches; models of intervention for mentally retarded children, educational interventions and learning difficulties for mentally retarded children, school-based interventions; families; classes for mentally retarded children, intervention for mentally retarded children who are aggressive and like to be alone, intervention with behavior modification, etc. for mentally retarded children, intervention programs for mentally retarded children, equipping students to be able to make decisions in applying assessments and interventions for mentally retarded children based on analysis of information, assessment results in providing alternative solutions to problems for mentally retarded children in the form of intervention programs and special services for mentally retarded children that include skills create assessment instruments and carry out assessments for mentally retarded children as well as plan, implement, evaluate intervention programs for mentally retarded children by utilizing knowledge, experience related to assessment and intervention for mentally retarded children, and authentic assessments independently and with full responsibility for mentally retarded children (intervention program for mentally retarded children includes: problems to be overcome or potential to be developed, objectives, media; materials; tools; time; place, steps, evaluation, follow-up)</p>																																																				
References	Main :																																																				
	<ol style="list-style-type: none"> 1. Bagascorowati, R. 2007. Identifikasi, Asesmen, Intervensi Dini . Jakarta: Dirjend Dikti Depdiknas. 2. Chalidah, E.S. 2005. Terapi Permainan Bagi Anak Yang Memerlukan Layanan Khusus. J akarta: Dirjend Dikti Depdiknas. 3. Cullata, Tompkins, Werts. 2003. Fundamentals of Special Education . New Jersey: Merrill Prentice Hall. 4. Kemis, dkk. 2013. Pendidikan Anak Berkebutuhan Khusus Tunagrahita . Jakarta: PT Luxima Metro Media 5. Robert, D., Jennifer, D. 2004. The Bright Mind . Jakarta: Prestasi Pustaka. 6. Sattler, Jerome, M. 2002. Assesment of Children Behavioral and Clinical Applications . San Diego: Jerome M. Sattler, Publisher, Inc. 7. Sunardi, Sunaryo. 2007. Intervensi Dini Anak Berkebutuhan Khusus. Jakarta: Dirjend Dikti Depdiknas. 																																																				
	Supporters:																																																				
Supporting lecturer	ZAINI SUDARTO Dra. Hj. Siti Mahmudah, M.Kes.																																																				
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	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Understand the basic concepts of assessment and intervention for mentally retarded children, principles and theories related to assessment and intervention for mentally retarded children, the nature of cognitive development of mentally retarded children and obstacles to the cognitive development of mentally retarded children, characteristics, potential and problems of mentally retarded children	· Explain the basic concept of assessment and intervention for children with intellectual disabilities (understanding and other aspects studied therein) · Identify the benefits/contributions of assessment and intervention in learning and services at ATG	Criteria: Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor	· Discussion · Questions and answers · Giving assignments 4 X 50			0%
2	Understand the meaning and purpose of assessment of children with intellectual disabilities	· Explain the meaning of assessment for mentally retarded children. Analyzing the importance of goals in ATG assessment	Criteria: Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor	· Group presentation · Group discussion · Question and answer · Giving assignments · Cooperative learning model · Collaborative strategy 4 X 50			0%
3	Understand the benefits and scope of assessment of children with intellectual disabilities	explain the benefits of assessing children with intellectual disabilities. Explain the scope of assessment for children with intellectual disabilities	Criteria: Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor	· Group presentation · Group discussion · Question and answer · Giving assignments · Cooperative learning model · Collaborative strategy 4 X 50			0%
4	Understanding psychological assessments and academic abilities as well as the needs of children with intellectual disabilities and their influence on learning Understanding the diagnostic process in assessing children with intellectual disabilities	Explaining psychological assessments and academic abilities and needs of mentally retarded children Explaining examples of psychological assessments and academic abilities and needs of mentally retarded children Explaining the diagnostic process in assessing mentally retarded children Explaining examples of diagnostic processes in assessing mentally retarded children	Criteria: Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor	Group presentation Group discussion Question and answer Giving assignments Cooperative learning model Collaborative strategy 4 X 50			0%
5	Understanding psychological assessments and academic abilities as well as the needs of children with intellectual disabilities and their influence on learning Understanding the diagnostic process in assessing children with intellectual disabilities	Explaining psychological assessments and academic abilities and needs of mentally retarded children Explaining examples of psychological assessments and academic abilities and needs of mentally retarded children Explaining the diagnostic process in assessing mentally retarded children Explaining examples of diagnostic processes in assessing mentally retarded children	Criteria: Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor	Group presentation Group discussion Question and answer Giving assignments Cooperative learning model Collaborative strategy 4 X 50			0%

6	Understand the development of assessment instruments for mentally retarded children and examples of their application Understand models, methods, techniques for implementing assessments for mentally retarded children, interpretation of assessment data for mentally retarded children and examples of their application	Explains the development of assessment instruments for mentally retarded children. Explains ways and examples of developing assessment instruments for mentally retarded children. Explains models, methods, techniques for implementing assessments for mentally retarded children, interpretation of assessment data for mentally retarded children. Explains examples of application of models, methods, techniques for implementing assessments for mentally retarded children, interpretation of assessment data for mentally retarded children.	Criteria: Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor	Group presentation Group discussion Question and answer Giving assignments Cooperative learning model Collaborative strategy 4 X 50			0%
7	Understand the development of assessment instruments for mentally retarded children and examples of their application Understand models, methods, techniques for implementing assessments for mentally retarded children, interpretation of assessment data for mentally retarded children and examples of their application	Explains the development of assessment instruments for mentally retarded children. Explains ways and examples of developing assessment instruments for mentally retarded children. Explains models, methods, techniques for implementing assessments for mentally retarded children, interpretation of assessment data for mentally retarded children. Explains examples of application of models, methods, techniques for implementing assessments for mentally retarded children, interpretation of assessment data for mentally retarded children.	Criteria: Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor	Group presentation Group discussion Question and answer Giving assignments Cooperative learning model Collaborative strategy 4 X 50			0%
8	Understand the material discussed at meetings 1-7	Describe, analyze, synthesize meeting material 1-7	Criteria: Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor and on a scale of 100, the score obtained by the student is divided by the maximum score multiplied by 100.	Midterm Exam (UTS) 4 X 50			0%
9	Understand the meaning, objectives, function of intervention for mentally retarded children, scope, principles, forms of intervention for mentally retarded children Understand components, approaches, intervention models for mentally retarded children	Explain the meaning, objectives and functions of intervention for mentally retarded children. Explain the scope, principles and forms of intervention for mentally retarded children. Explain the components and approaches in intervention for mentally retarded children. Identify examples of implementing intervention models for mentally retarded children.	Criteria: Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor	Group presentation Group discussion Question and answer Giving assignments Cooperative learning model Collaborative strategy 4 X 50			0%

10	Understand the meaning, objectives, function of intervention for mentally retarded children, scope, principles, forms of intervention for mentally retarded children Understand components, approaches, intervention models for mentally retarded children	Explain the meaning, objectives and functions of intervention for mentally retarded children. Explain the scope, principles and forms of intervention for mentally retarded children. Explain the components and approaches in intervention for mentally retarded children. Identify examples of implementing intervention models for mentally retarded children.	Criteria: Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor	Group presentation Group discussion Question and answer Giving assignments Cooperative learning model Collaborative strategy 4 X 50			0%
11	Understanding educational interventions and learning difficulties for mentally retarded children, family and class school based interventions for mentally retarded children, interventions for mentally retarded children who are aggressive and like to be alone and their application Understanding interventions using play, music, occupation, behavior modification, remedial, self-development, sensory motor development for children mental retardation and its application and influence in ATG learning	Explaining educational interventions and learning difficulties for mentally retarded children, family and class school based interventions for mentally retarded children, interventions for mentally retarded children who are aggressive and like to be alone Identifying examples of implementing educational interventions and learning difficulties for mentally retarded children, family and class school based interventions for mentally retarded children, intervention for mentally retarded children who are aggressive and like to be alone. Explain interventions using play, music, occupation, behavior modification, remedial, self-development, sensory motor development for mentally retarded children. Explain examples of the application and influence of interventions using play, music, occupation, behavior modification, remedial, self-development, sensory motor development for mentally retarded children in ATG learning	Criteria: Score 4 if very good, Score 3 if good, Score 2 if sufficient, Score 1 if poor, the score obtained by the student is divided by the maximum score multiplied by 100	Group presentation Group discussion Question and answer Assignment cooperative learning model Collaborative strategy Simulation and practice 4 X 50			0%

12	<p>Understanding educational interventions and learning difficulties for mentally retarded children, family and class school based interventions for mentally retarded children, interventions for mentally retarded children who are aggressive and like to be alone and their application</p> <p>Understanding interventions using play, music, occupation, behavior modification, remedial, self-development, sensory motor development for children mental retardation and its application and influence in ATG learning</p>	<p>Explaining educational interventions and learning difficulties for mentally retarded children, family and class school based interventions for mentally retarded children, interventions for mentally retarded children who are aggressive and like to be alone</p> <p>Identifying examples of implementing educational interventions and learning difficulties for mentally retarded children, family and class school based interventions for mentally retarded children, intervention for mentally retarded children who are aggressive and like to be alone. Explain interventions using play, music, occupation, behavior modification, remedial, self-development, sensory motor development for mentally retarded children. Explain examples of the application and influence of interventions using play, music, occupation, behavior modification, remedial, self-development, sensory motor development for mentally retarded children in ATG learning</p>	<p>Criteria: Score 4 if very good, Score 3 if good, Score 2 if sufficient, Score 1 if poor, the score obtained by the student is divided by the maximum score multiplied by 100</p>	<p>Group presentation Group discussion Question and answer Assignment cooperative learning model Collaborative strategy Simulation and practice 4 X 50</p>		0%
13	<p>Understanding intervention programs for mentally retarded children (intervention programs for mentally retarded children include: problems to be overcome or potential to be developed, objectives, media, materials, tools, time, place, steps, evaluation, follow-up)</p>	<p>Explaining intervention programs for mentally retarded children. Simulating and practicing intervention programs for mentally retarded children</p>	<p>Criteria: Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor</p>	<p>Group discussion Question and answer Giving assignments Cooperative learning model Collaborative strategy Simulation and practice 4 X 50</p>		0%
14	<p>Understand making assessment instruments and conducting assessments for mentally retarded children as well as planning, implementing, evaluating intervention programs for mentally retarded children</p> <p>Understanding, explaining and implementing intervention programs for mentally retarded children based on the results of assessments that have been carried out at SLBs and other institutions that handle ATG</p>	<p>Explain how to create assessment instruments and carry out assessments for mentally retarded children. Plan, implement, evaluate intervention programs for mentally retarded children. Implement, simulate, practice intervention programs for mentally retarded children based on the results of assessments. Carry out assessments and interventions in special schools, inclusive elementary schools or other institutions that deal with mentally retarded children.</p>	<p>Criteria: Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor</p>	<p>Group discussion Question and answer Giving assignments Cooperative learning model Collaborative strategy Simulation and practice 4 X 50</p>		0%

15	Understand making assessment instruments and conducting assessments for mentally retarded children as well as planning, implementing, evaluating intervention programs for mentally retarded children Understanding, explaining and implementing intervention programs for mentally retarded children based on the results of assessments that have been carried out at SLBs and other institutions that handle ATG	Explain how to create assessment instruments and carry out assessments for mentally retarded children. Plan, implement, evaluate intervention programs for mentally retarded children. Implement, simulate, practice intervention programs for mentally retarded children based on the results of assessments. Carry out assessments and interventions in special schools, inclusive elementary schools or other institutions that deal with mentally retarded children.	Criteria: Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor	Group discussion Question and answer Giving assignments Cooperative learning model Collaborative strategy Simulation and practice 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.