

Universitas Negeri Surabaya Faculty of Education, Special Education Undergraduate Study Program

Document Code

UNES	A		-									
SEMESTER LEARNING PLAN												
Courses			CODE		Course Far	e Family		Credit Weight		SEMESTER	Compilation Date	
Daily Living Skills Development II (ATD)			8620203341				T=3	P=0	ECTS=4.77	6	July 18, 2024	
AUTHORIZATION			SP Developer		Cours	Course Cluster Coordinator			Study Program Coordinator			
										Dr. H. Pamuji, M.Kes.		
Learning model)	Project Based L	earning									
Program		PLO study program that is charged to the course										
Learning		Program Objectives (PO)										
(PLO)		PLO-PO Matrix										
			P.O									
		PO Matrix at the end of each learning stage (Sub-PO)										
			P.0	P.O Week								
				1 2	3 4 5	6 7	8 9	10	1	1 12	13 14 :	15 16
Short Course Descript							cific life skills: chniques, ABA					
References		Main :										
2. 3. 4. 5.		2. Imray, P Multiple I 3. Kirk, San 4. Lancioni, New Yor 5. Jilian, Pa Publishir	 Sunanto, Juang, dkk. 2013. Pendidikan Individu dengan Disabilitas Majemuk. Hellen Keller Internasional Indonesia Imray, Peter dan Hinchcliffe, Viv. 2014. Curricula for Teaching Children and Young People with Severe or Profound and Multiple Learning Difficulties. New York: Routledge Kirk, Samuel, dkk. 2009. Educating Exceptional Children. New York: Houghton Miffl in Harcourt Publishing Company Lancioni, Giulio E. 2013. Assistive Technology: Interventions for Individuals with Severe/ Profound and Multiple Disabilities. New York: Springer Jilian, Pawlyn dkk. 2009. Profound Intellectual And Multiple Disabilities: Nursing Complex Need s. Chichester: Wiley-Blackwell Publishing Smith, Robert dan Neisworth, John T. 1975. The Exceptional Children: A Function Approach. New York: McGraw-Hill 									
		Supporters:										
Supporting lecturer Prof. Dr. Endang Pudjiastuti Sartinah, M.Pd.												
Week-	eac	DO)		Evaluation		Form	Help Learning, Learning methods, Student Assignments, [Estimated time] Offline (Online (online)		is, ents, e]	Learning materials [References	Assessment Weight (%)	
(Su		····		Indicator	Criteria &		offline (Un	iiiie (omme)]	(6)
/1\		(2)		(2)	(4)		/F\		- //	71	(7)	. (0)

1	Know the orientation of life skills development courses for children with physical impairments Know the objectives, steps and tasks that must be carried out during field practice/internships	1.Explain the orientation of life skills development courses for children with physical impairments. 2.Explain the objectives, steps and tasks that must be carried out during field practice/internship	Criteria: (4) if you can explain the meaning, definition, objectives and benefits of developing life skills for ATD(3) if you can explain the meaning, definition and objectives of developing life skills for ATD(2) if you can explain the benefits and types of life skills development for ATD(1) if you can't answer them all	Collaborative Scientific 3 X 50		0%
2	Carrying out field practice/internships in special schools and inclusion schools in the field of developing life skills for ATD	Carrying out field practice/internships in special schools and inclusion schools in the field of developing life skills for ATD	Criteria: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done	Field Practice 3 X 50		0%
3	Carrying out field practice/internships in special schools and inclusion schools in the field of developing life skills for ATD	Carrying out field practice/internships in special schools and inclusion schools in the field of developing life skills for ATD	Criteria: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done	Field Practice 3 X 50		0%
4	Carrying out field practice/internships in special schools and inclusion schools in the field of developing life skills for ATD	Carrying out field practice/internships in special schools and inclusion schools in the field of developing life skills for ATD	Criteria: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done	Field Practice 3 X 50		0%
5	Carrying out field practice/internships in special schools and inclusion schools in the field of developing life skills for ATD	Carrying out field practice/internships in special schools and inclusion schools in the field of developing life skills for ATD	Criteria: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done	Field Practice 3 X 50		0%
6	Carrying out field practice/internships in special schools and inclusion schools in the field of developing life skills for ATD	Carrying out field practice/internships in special schools and inclusion schools in the field of developing life skills for ATD	Criteria: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done	Field Practice 3 X 50		0%
7	Carrying out field practice/internships in special schools and inclusion schools in the field of developing life skills for ATD	Carrying out field practice/internships in special schools and inclusion schools in the field of developing life skills for ATD	Criteria: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done	Field Practice 3 X 50		0%
8	Reporting the results of field activities to develop life skills for children with physical impairments at schools and related institutions	Discuss the results of field activities to develop life skills for children with physical impairments in special schools or inclusive schools.	Criteria: 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 3 X 50		0%
9	Carrying out field practice/internships in the field of developing life skills for children with physical impairments	Carrying out field practice/internships in the field of developing life skills for children with physical impairments	Criteria: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done	Field Practice 3 X 50		0%
10	Carrying out field practice/internships in the field of developing life skills for children with physical impairments	Carrying out field practice/internships in the field of developing life skills for children with physical impairments	Criteria: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done	Field Practice 3 X 50		0%
11	Carrying out field practice/internships in the field of developing life skills for children with physical impairments	Carrying out field practice/internships in the field of developing life skills for children with physical impairments	Criteria: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done	Field Practice 3 X 50		0%

12	Carrying out field practice/internships in the field of developing life skills for children with physical impairments	Carrying out field practice/internships in the field of developing life skills for children with physical impairments	Criteria: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done	Field Practice 3 X 50		0%
13	Carrying out field practice/internships in the field of developing life skills for children with physical impairments	Carrying out field practice/internships in the field of developing life skills for children with physical impairments	Criteria: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done	Field Practice 3 X 50		0%
14	Carrying out field practice/internships in the field of developing life skills for children with physical impairments	Carrying out field practice/internships in the field of developing life skills for children with physical impairments	Criteria: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done	Field Practice 3 X 50		0%
15	Carrying out field practice/internships in the field of developing life skills for children with physical impairments	Carrying out field practice/internships in the field of developing life skills for children with physical impairments	Criteria: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done	Field Practice 3 X 50		0%
16	Reporting the results of field activities to develop life skills for children with physical impairments in special schools and inclusive schools	Discuss the results of implementing field activities to develop life skills for children with physical impairments in special schools and inclusive schools	Criteria: 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 3 X 50		0%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage				
		N0/6				

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.
- 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.
- 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.
- 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.