



**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
Early Detection and Intervention of Children with Special Needs	8620202059		T=2	P=0	ECTS=3.18	2	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 which is charged to the course						
	Program Objectives (PO)						
	PLO-PO Matrix						
		P.O					
Short Course Description	Through the use of ICT, reviewing references, and analyzing problems/cases according to types of ABK, in this course students are responsible for mastering the concepts of early detection and intervention and are able to make decisions to plan and implement early detection and intervention for ABK, including: objectives , ABK problems, early intervention, educational intervention, assessments and programs, intervention for children with developmental barriers (motor, cognitive, communication, social and emotional, adaptive behavior), as well as preparing plans for early intervention programs, being able to carry them out in video form and compiling reports as research output.						
	References						
References	Main :						
	1. Sunardi. Sunaryo. 2007. Intervensi Dini Anak Berkebutuhan Khusus. Jakarta: Depdiknas, DIKTI. Ditnaga. 2. Hanson, Marci J and Lynch, Eleanor W. 1989. Early Intervention: Implementating child and family services for infants and toddlers who are at-risk or disabled , USA 3. shonkoff, jack p and meisels, samuel, 2000. Handbook of early intervention second edition, UK						
	Supporters:						
Supporting lecturer	Dra. Hj. Siti Mahmudah, M.Kes. Khofidotur Rofiah, S.Pd., 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	<p>·Utilize ICT and literature to obtain information/references related to the concept of early detection and intervention for ABK and be able to communicate it. Mastering the concepts, principles and procedures for early detection and intervention of children with special needs (ABK)</p>	<p>· Explain the basic concepts of early childhood detection and identification, understanding, targets, goals and benefits as well as intervention as a preventive function · Describe the components of early intervention based on a focus on meeting the needs of children and families, involvement of parents, individuals, research, assessment and intervention interactions and multidisciplinary services · Explain approaches and service models for children with special needs at an early age</p>		<p>· Student-centered learning approach (student-centered learning) · Deductive learning method · Learning strategies in the form of literature searches and discussions. 2 X 50</p>		0%
2	<p>·Utilize ICT and literature to obtain information/references related to the concept of early detection and intervention for ABK and be able to communicate it. Mastering the concepts, principles and procedures for early detection and intervention of children with special needs (ABK)</p>	<p>· Explain the basic concepts of early childhood detection and identification, understanding, targets, goals and benefits as well as intervention as a preventive function · Describe the components of early intervention based on a focus on meeting the needs of children and families, involvement of parents, individuals, research, assessment and intervention interactions and multidisciplinary services · Explain approaches and service models for children with special needs at an early age</p>		<p>· Student-centered learning approach (student-centered learning) · Deductive learning method · Learning strategies in the form of literature searches and discussions. 2 X 50</p>		0%

3	<ul style="list-style-type: none"> Utilize ICT and literature to obtain information/references related to the concept of early detection and intervention for ABK and be able to communicate it. Mastering the concepts, principles and procedures for early detection and intervention of children with special needs (ABK) 	<ul style="list-style-type: none"> Describe the problems of children with special needs at an early age including learning barriers, developmental barriers, and the influence of the environment in the growth and development of early childhood Explain the meaning of early detection and intervention for children with special needs at an early age 		Ref 1 & 2 2 X 50			0%
4	<ul style="list-style-type: none"> Utilize ICT and literature to obtain information/references related to the concept of early detection and intervention for ABK and be able to communicate it. Mastering the concepts, principles and procedures for early detection and intervention of children with special needs (ABK) 	<ul style="list-style-type: none"> Describe the problems of children with special needs at an early age including learning barriers, developmental barriers, and the influence of the environment in the growth and development of early childhood Explain the meaning of early detection and intervention for children with special needs at an early age 		Ref 1 & 2 2 X 50			0%
5	<ul style="list-style-type: none"> Master the concepts, principles and procedures for early detection and intervention for children with special needs (ABK) Able to make decisions to find alternative solutions in planning and applying the concept of early detection and intervention to solve problems with ABK aged 0-5 years 	<ul style="list-style-type: none"> Explain educational interventions, program development, teaching principles, and basic components of teaching programs. Analyze assessment and program planning in early intervention including basic concepts of assessment, understanding, objectives, requirements, scope, games as an assessment medium, and dynamic assessment. 		<ul style="list-style-type: none"> Student-centered learning approach (student-centered learning) Deductive learning method Learning strategies in the form of literature searches and discussions. 2 X 50			0%

6	<ul style="list-style-type: none"> · Master the concepts, principles and procedures for early detection and intervention for children with special needs (ABK) · Able to make decisions to find alternative solutions in planning and applying the concept of early detection and intervention to solve problems with ABK aged 0-5 years 	<ul style="list-style-type: none"> · Explain educational interventions, program development, teaching principles, and basic components of teaching programs. · Analyze assessment and program planning in early intervention including basic concepts of assessment, understanding, objectives, requirements, scope, games as an assessment medium, and dynamic assessment. 		<ul style="list-style-type: none"> · Student-centered learning approach (student-centered learning) · Deductive learning method · Learning strategies in the form of literature searches and discussions. 2 X 50 			0%
7	<ul style="list-style-type: none"> · Utilize ICT and literature to obtain information/references related to the concept of early detection and intervention for ABK and be able to communicate it. · Mastering the concepts, principles and procedures for early detection and intervention of children with special needs (ABK) 	<ul style="list-style-type: none"> · Observe assessment techniques for children with special needs at an early age including observation, interviews, case histories, tests, assessment models including educational assessments, medical assessments, sociocultural assessments, psychological assessments, · Make program plans by taking into account priorities, goals, curriculum, time, as well as concrete answers. 		<ul style="list-style-type: none"> · Student-centered learning approach (student-centered learning) · Deductive learning method · Learning strategies in the form of literature searches and discussions. 2 X 50 			0%
8	UTS			2 X 50			0%
9	<ul style="list-style-type: none"> · Utilize ICT and literature to obtain information/references related to the concept of early detection and intervention for ABK and be able to communicate it. · Mastering the concepts, principles and procedures for early detection and intervention of children with special needs (ABK) 	<ul style="list-style-type: none"> · Explain motor development · Describe barriers to motor development in children who are blind, deaf, mentally retarded, physically disabled, children with learning difficulties, and children with autism · Explain the assessments used in motor skills and adaptive behavior · Describe intervention programs to improve motor skills and adaptive behavior 		<ul style="list-style-type: none"> · Student-centered learning approach (student-centered learning) · Deductive and practical learning methods · Learning strategies in the form of literature searches and discussions. 2 X 50 			0%

10	<ul style="list-style-type: none"> · Utilize ICT and literature to obtain information/references related to the concept of early detection and intervention for ABK and be able to communicate it. · Master the concepts, principles and procedures for early detection and intervention for children with special needs (ABK) · Able to make decisions to find alternative solutions in planning and applying the concept of early detection and intervention to solve problems with ABK aged 0-5 years 	<ul style="list-style-type: none"> · Explain the development of communication, stages of communication development, and barriers to communication development · Describe barriers to communication development in children who are blind, deaf, mentally retarded, physically disabled, children with learning difficulties, and children with autism · Explain the assessments used for language and speaking abilities · Describe intervention programs for improve language and speaking skills 		<ul style="list-style-type: none"> · Student-centered learning approach (student-centered learning) · Deductive and practical learning methods · Learning strategies in the form of literature searches and discussions. <p>2 X 50</p>			0%
11	<ul style="list-style-type: none"> · Utilize ICT and literature to obtain information/references related to the concept of early detection and intervention for ABK and be able to communicate it. · Master the concepts, principles and procedures for early detection and intervention for children with special needs (ABK) · Able to make decisions to find alternative solutions in planning and applying the concept of early detection and intervention to solve problems with ABK aged 0-5 years 	<ul style="list-style-type: none"> · Explain social emotional development, stages of social emotional development, and barriers to social emotional development · Describe barriers to social emotional development in children who are blind, deaf, mentally retarded, physically disabled, children with learning difficulties, and children with autism · Explain the assessments used in social emotional abilities · Describe intervention program to improve social emotional skills 		<ul style="list-style-type: none"> · Student-centered learning approach (student-centered learning) · Deductive and practical learning methods · Learning strategies in the form of literature searches and discussions. <p>2 X 50</p>			0%

12	<ul style="list-style-type: none"> Utilize ICT and literature to obtain information/references related to the concept of early detection and intervention for ABK and be able to communicate it. Mastering the concepts, principles and procedures for early detection and intervention of children with special needs (ABK) 	<ul style="list-style-type: none"> Explain the development of adaptive behavior, developmental stages, and obstacles to motor development. Describe obstacles to motor development in children who are blind, deaf, mentally retarded, physically disabled, children with learning difficulties, and children with autism. Explain the assessments used for motor skills. Describe intervention programs to improve abilities motor. 		<ul style="list-style-type: none"> Student-centered learning approach (student-centered learning). Deductive and practical learning methods. Learning strategies in the form of literature searches and discussions. <p>2 X 50</p>			0%
13	<ul style="list-style-type: none"> Utilize ICT and literature to obtain information/references related to the concept of early detection and intervention for ABK and be able to communicate it. Mastering the concepts, principles and procedures for early detection and intervention of children with special needs (ABK) 	<ul style="list-style-type: none"> Explain the development of adaptive behavior, developmental stages, and obstacles to motor development. Describe obstacles to motor development in children who are blind, deaf, mentally retarded, physically disabled, children with learning difficulties, and children with autism. Explain the assessments used for motor skills. Describe intervention programs to improve abilities motor. 		<ul style="list-style-type: none"> Student-centered learning approach (student-centered learning). Deductive and practical learning methods. Learning strategies in the form of literature searches and discussions. <p>2 X 50</p>			0%
14	<ul style="list-style-type: none"> Utilize ICT and literature to obtain information/references related to the concept of early detection and intervention for ABK and be able to communicate it. Mastering the concepts, principles and procedures for early detection and intervention of children with special needs (ABK) 	<ul style="list-style-type: none"> Explain cognitive development, stages of cognitive development, and barriers to cognitive development. Describe barriers to cognitive development in children who are blind, deaf, mentally retarded, physically disabled, children with learning difficulties, and children with autism. Explain the assessments used in cognitive abilities. Describe intervention programs to improve abilities cognitive. 		<ul style="list-style-type: none"> Student-centered learning approach (student-centered learning). Deductive and practical learning methods. Learning strategies in the form of literature searches and discussions. <p>2 X 50</p>			0%

15	<ul style="list-style-type: none"> Utilize ICT and literature to obtain information/references related to the concept of early detection and intervention for ABK and be able to communicate it. Mastering the concepts, principles and procedures for early detection and intervention of children with special needs (ABK) 	<ul style="list-style-type: none"> Explain cognitive development, stages of cognitive development, and barriers to cognitive development. Describe barriers to cognitive development in children who are blind, deaf, mentally retarded, physically disabled, children with learning difficulties, and children with autism. Explain the assessments used in cognitive abilities. Describe intervention programs to improve cognitive abilities. 		<ul style="list-style-type: none"> Student-centered learning approach (student-centered learning) Deductive and practical learning methods Learning strategies in the form of literature searches and discussions. 			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.