



**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 INTERVENTION FOR BLIND CHILDREN	8620203362	Compulsory Study Program Subjects	T=2	P=1	ECTS=4.77	4	March 6, 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**

**PLO-5** Skilled at working independently, working together in collaborative teams, being responsible for both individual and team tasks, as well as communicating ideas, opinions and arguments orally/in writing

**Program Objectives (PO)**

**PO - 1** Implementing an inclusive culture in carrying out duties as GDPK educators and entrepreneurs based on religion, morals and ethics

**PLO-PO Matrix**

P.O	PLO-5
PO-1	

**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
PO-1																

**Short Course Description** The discussion in this lecture is to study, discuss, and practice recognizing the characteristics of blind children, preparing planning matrices, and providing early intervention services for blind children. This lecture also provides students with experience in making decisions in preparing planning matrices and providing intervention services for blind children and being responsible for the decisions taken. Likewise, reviewing various ways of implementing early services using information and communication technology for each blind child, each child has different characteristics. Lectures are carried out with student-centered learning through discussions, presentations, project work with field activities, and reflection.

**References**

**Main :**

- Daniel Hallahan dan James Kauffman (1994), *Exceptional Children (Introduction to Special Education)* . Massachusetts: Allyn and Bacon
- Festus E. Obiakar, Jeffrey P. Bakken, 2010. *Current Issues and Trends in Special Education : Identification, Assessment and Instruction*. Emerald Group Publishing Limited.
- Gargiulo, RM 2012, *Special Education in Contemporary Society : an Introduction to Exceptionality* , 4th ed, Sage Publications, Inc., USA.
- Kingsley, M. (1999). " The Effects of a Visual Loss " dalam Mason, H. & McCall, S. (Eds.). (1999, pp.23-30). *Visual Impairment: Access to Education for Children and Young People*. London: David Fulton. Publishers.
- Mesibov, G.B., Shea, V. & Schopler, E. 2004. *The TEACCH Approach to Autism Spectrum Disorders* . New York: Springer.
- Michael L. Hardman dkk. (1990), *Human Exceptionality (society, school and family)* , Massachusetts: Allyn and Bacon.
- Mudjito, Harizal, Karyanto, N.E., & Ardianingsih, F. 2013. *Layanan Intervensi Terpadu Anak Autis*. Jakarta: Direktorat PKLK Dikdas Kementerian Pendidikan dan Kebudayaan.
- SIGN. 2007. *Assessment, Diagnosis and Clinical Interventions for Children and Young People with Autism Spectrum Disorders: A National Clinical Guideline* . Edinburgh: Scottish Intercollegiate Guidelines Network.
- Tobin, R.M. & House, A.E. 2016. *DSM-5 Diagnosis in the School* . New York: The Guilford Press.
- Wilkinson, L.A. 2017. *A Best Practice Guide to Assessment and Intervention for Autism Spectrum Disorder in School 2nd ed* . London: Jessica Kingsley Publishers.

**Supporters:**

**Supporting lecturer** Prof. Dr. H. Murtadlo, M.Pd.  
 Prof. Dr. Hj. Sri Joeda Andajani, M.Kes.  
 Acep Ovel Novari Beny, 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	Understand the competencies, descriptions, sequence of material in the Early Intervention course for children with visual impairments	Explains the competencies, description, sequence of material for the Early Intervention course for children with visual impairments	<b>Criteria:</b> 1.4: Explain in detail the 3 concepts of early intervention correctly 2.3: Correctly explain the 2 intervention concepts 3.2: Explain correctly 1 concept of assessment and intervention 4.1: Explain 1 type of inappropriate assessment and intervention concept  <b>Form of Assessment :</b> Participatory Activities	ScientificCollaborative 3 X 50		<b>Material:</b> Understanding competencies, descriptions, sequence of material for Early Intervention courses for blind children. <b>Reference:</b> <i>Gargiulo, RM 2012, Special Education in Contemporary Society: an Introduction to Exceptionality, 4th ed, Sage Publications, Inc., USA.</i>	3%
2	Understand the concept of Early Intervention for blind children	Explain the concept of Early Intervention for blind children	<b>Criteria:</b> 1.4: Explain in detail the 3 concepts and principles of learning about early intervention correctly 2.3: Explain correctly 2 concepts and principles of learning about early intervention 3.2: Correctly explain 1 concepts and principles of learning about early intervention 4.1: Explain 1 type of concept and principles of learning about inappropriate interventions  <b>Form of Assessment :</b> Participatory Activities	ScientificCollaborativeHumanistic 3 X 50		<b>Material:</b> Understanding competencies, descriptions, sequence of material for the Early Intervention course for blind children. <b>Reference:</b> <i>Kingsley, M. (1999).</i>	2%
3	Understand the concept of Early Intervention for blind children	Explain the concept of Early Intervention for blind children	<b>Criteria:</b> 1.4: Explain in detail the 3 concepts and principles of learning about early intervention correctly 2.3: Explain correctly 2 concepts and principles of learning about early intervention 3.2: Correctly explain 1 concepts and principles of learning about early intervention 4.1: Explain 1 type of concept and principles of learning about inappropriate interventions  <b>Form of Assessment :</b> Participatory Activities	ScientificCollaborativeHumanistic 3 X 50		<b>Material:</b> Understanding competencies, descriptions, sequence of material for Early Intervention courses for blind children. <b>Reference:</b> <i>Gargiulo, RM 2012, Special Education in Contemporary Society: an Introduction to Exceptionality, 4th ed, Sage Publications, Inc., USA.</i>	2%

4	Understand the direction and objectives of early intervention for blind children. Arrange stages in the implementation of early intervention for blind children. Understand the aspects that are the object of early services for blind children	1. Describe the direction and goals of early intervention for blind children 2. Arranging stages in implementing early intervention for blind children 3. Describe the aspects that are the object of initial services for blind children	<b>Criteria:</b> 4: Exposure results <b>Form of Assessment</b> : Participatory Activities	Scientific Humanistic Collaborative 3 X 50		<b>Material:</b> Understanding competencies, descriptions, sequence of material for the Early Intervention course for blind children. <b>Reference:</b> <i>Kingsley, M. (1999).</i>	2%
5	Understand the direction and objectives of early intervention for blind children. Arrange stages in the implementation of early intervention for blind children. Understand the aspects that are the object of early services for blind children	1. Describe the direction and goals of early intervention for blind children 2. Arranging stages in implementing early intervention for blind children 3. Describe the aspects that are the object of initial services for blind children	<b>Criteria:</b> 4: Exposure results <b>Form of Assessment</b> : Participatory Activities	Collaborative Humanistic Scientific 3 X 50		<b>Material:</b> Understanding competencies, descriptions, sequence of material for the Early Intervention course for blind children. <b>Reference:</b> <i>Kingsley, M. (1999).</i>	2%
6	Understand the scope of early intervention for blind children. Develop procedures for implementing early intervention for blind children	1. Describe the scope of early intervention in blind children 2. Develop procedures for implementing early intervention for blind children	<b>Criteria:</b> 4: Exposure results <b>Form of Assessment</b> : Participatory Activities, Portfolio Assessment	Scientific Humanistic Collaborative 3 X 50		<b>Material:</b> Understanding the scope of early intervention for blind children Developing procedures for implementing early intervention for blind children <b>References:</b> <i>Michael L. Hardman et al. (1990), Human Exceptionality (society, school and family), Massachusetts: Allyn and Bacon.</i>	2%
7	Understand the scope of early intervention for blind children. Develop procedures for implementing early intervention for blind children	1. Describe the scope of early intervention in blind children 2. Develop procedures for implementing early intervention for blind children	<b>Criteria:</b> 4: Exposure results <b>Form of Assessment</b> : Participatory Activities, Portfolio Assessment	Scientific Humanistic Collaborative 3 X 50		<b>Material:</b> Understanding the scope of early intervention for blind children Developing procedures for implementing early intervention for blind children <b>References:</b> <i>Mesibov, GB, Shea, V. &amp; Schopler, E. 2004. The TEACCH Approach to Autism Spectrum Disorders. New York: Springer.</i>	2%
8	Sub summative	Sub summative	<b>Criteria:</b> Sub summative <b>Form of Assessment</b> : Test	Sub summative 3 X 50		<b>Material:</b> Material 1-7 <b>References:</b> <i>Tobin, RM &amp; House, AE 2016. DSM-5 Diagnosis in the School. New York: The Guilford Press.</i>	10%

9	Reconstructing techniques for implementing early intervention for blind children. Developing early intervention instruments for blind children	1. Describe early intervention techniques for blind children 2. Developing early intervention instruments for blind children	<b>Criteria:</b> 1.4: correct content and systematics 2.3: the content is correct, there are deficiencies in the systematics, OR the systematic content is correct 3.2: partially correct content, and partially correct systematics 4.1: partially correct and partially systematic OR partially correct and incorrect in content.  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment, Portfolio Assessment	ScientificHumanisticCollaborative 3 X 50		<b>Material:</b> Reconstructing techniques for implementing early intervention for blind children Developing early intervention instruments for blind children <b>References:</b> <i>Tobin, RM &amp; House, AE 2016. DSM-5 Diagnosis in the School. New York: The Guilford Press.</i>	5%
10	Reconstructing techniques for implementing early intervention for blind children. Developing early intervention instruments for blind children	1. Describe early intervention techniques for blind children 2. Developing early intervention instruments for blind children	<b>Criteria:</b> 1.4: correct content and systematics 2.3: the content is correct, there are deficiencies in the systematics, OR the systematic content is correct 3.2: partially correct content, and partially correct systematics 4.1: partially correct and partially systematic OR partially correct and incorrect in content.  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	ScientificHumanisticCollaborative 3 X 50		<b>Material:</b> Reconstructing techniques for implementing early intervention for blind children Developing early intervention instruments for blind children <b>References:</b> <i>Mesibov, GB, Shea, V. &amp; Schopler, E. 2004. The TEACCH Approach to Autism Spectrum Disorders. New York: Springer.</i>	5%
11	Applying early intervention implementation patterns to children	Presents how to implement early intervention for blind children	<b>Criteria:</b> 1.4: correct content and systematics 2.3: the content is correct, there are deficiencies in the systematics, OR the systematic content is correct 3.2: partially correct content, and partially correct systematics 4.1: partially correct and partially systematic OR partially correct and incorrect in content.  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	ScientificHumanisticCollaborative 3 X 50		<b>Material:</b> Applying early intervention implementation patterns to children <b>References:</b> <i>Wilkinson, LA 2017. A Best Practice Guide to Assessment and Intervention for Autism Spectrum Disorder in School 2nd ed. London: Jessica Kingsley Publishers.</i>	10%

12	Applying early intervention implementation patterns to children	Presents how to implement early intervention for blind children	<p><b>Criteria:</b></p> <p>1.4: correct content and systematics</p> <p>2.3: the content is correct, there are deficiencies in the systematics, OR the systematic content is correct</p> <p>3.2: partially correct content, and partially correct systematics</p> <p>4.1: partially correct and partially systematic OR partially correct and incorrect in content.</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	ScientificHumanisticCollaborative 3 X 50		<p><b>Material:</b> Applying early intervention implementation patterns to children</p> <p><b>References:</b> <i>Mudjito, Harizal, Karyanto, NE, &amp; Ardianingsih, F. 2013. Integrated Intervention Services for Autistic Children. Jakarta: Directorate of PKLK Dikdas Ministry of Education and Culture.</i></p>	10%
13	Applying early intervention implementation patterns to children	Presents how to implement early intervention for blind children	<p><b>Criteria:</b></p> <p>1.4: correct content and systematics</p> <p>2.3: the content is correct, there are deficiencies in the systematics, OR the systematic content is correct</p> <p>3.2: partially correct content, and partially correct systematics</p> <p>4.1: partially correct and partially systematic OR partially correct and incorrect in content.</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	ScientificHumanisticCollaborative 3 X 50		<p><b>Material:</b> Applying early intervention implementation patterns to children</p> <p><b>References:</b> <i>Michael L. Hardman et al. (1990), Human Exceptionality (society, school and family ), Massachusetts: Allyn and Bacon.</i></p>	10%
14	Applying planning, implementation and assessment in early intervention for blind children	Applying planning, implementation and assessment in early intervention for blind children	<p><b>Criteria:</b></p> <p>1.4: correct content and systematics</p> <p>2.3: the content is correct, there are deficiencies in the systematics, OR the systematic content is correct</p> <p>3.2: partially correct content, and partially correct systematics</p> <p>4.1: partially correct and partially systematic OR partially correct and incorrect in content.</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	Collaborative Scientific Humanistic 3 X 50		<p><b>Material:</b> Applying early intervention implementation patterns to children</p> <p><b>References:</b> <i>Mesibov, GB, Shea, V. &amp; Schopler, E. 2004. The TEACCH Approach to Autism Spectrum Disorders. New York: Springer.</i></p>	10%

15	Applying planning, implementation and assessment in early intervention for blind children	Applying planning, implementation and assessment in early intervention for blind children	<b>Criteria:</b> 1.4: correct content and systematics 2.3: the content is correct, there are deficiencies in the systematics, OR the systematic content is correct 3.2: partially correct content, and partially correct systematics 4.1: partially correct and partially systematic OR partially correct and incorrect in content.  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	Collaborative Scientific Humanistic 3 X 50		<b>Material:</b> Applying early intervention implementation patterns to children <b>References:</b> Michael L. Hardman et al. (1990), <i>Human Exceptionality (society, school and family)</i> , Massachusetts: Allyn and Bacon.	10%
16	Summative Exam	Summative Exam	<b>Criteria:</b> Summative Exam  <b>Form of Assessment :</b> Test	Summative Exam 3 X 50		<b>Material:</b> Meeting 1 to the end <b>Reference:</b> SIGN. 2007. <i>Assessment, Diagnosis and Clinical Interventions for Children and Young People with Autism Spectrum Disorders: A National Clinical Guideline</i> . Edinburgh: Scottish Intercollegiate Guidelines Network.	15%

#### Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	13%
2.	Project Results Assessment / Product Assessment	57.5%
3.	Portfolio Assessment	4.5%
4.	Test	25%
		100%

#### 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** abilities in the process and student learning outcomes are specific and measurable statements that identify the abilities 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.

