



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 DISABLED CHILDREN	8620203370		T=2 P=1 ECTS=4.77	4	January 20, 2024
AUTHORIZATION	SP Developer		Course Cluster Coordinator	Study Program Coordinator	
	Dr. Endang Pudjiastuti Sartinah, M.Pd. ; Danis Ade Dwirsnanda, S.Pd., M.Hum. ; Diah Anggraeny, S.Pd., M.Pd.		Prof. Dr. Sujarwanto, M.Pd.	Dr. H. Pamuji, M.Kes.	

Learning model	Project Based Learning
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Program Learning Outcomes (PLO)	PLO study program that is charged to the course
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PLO-9	Identifying and assessing GDPK using various techniques and strategies.
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PLO-14	Mastering the basics of designing, implementing, assessing services for GDPK
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Program Objectives (PO)	
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PO - 1	Utilizing ICT to obtain information/references related to Intervention for Children with Disabilities and communicating it. - Mastering the concepts, principles, methods and procedures for handling Intervention for Children with Disabilities. - Planning and resolving problems related to Intervention for Children with Disabilities based on principles and procedures using methods in Intervention Children with Physical Impairment. - Able to make decisions in applying or implementing methods in Intervention for Children with Physical Impairment to find alternative solutions in solving problems in the field of Intervention for Children with Physical Impairment for children with physical impairment in the form of carrying out case studies and providing treatment or providing referrals to experts. - Have a responsible attitude towards learning how to handle it. cases related to Intervention for Children with Physical Impairment resulting in Course Descriptions
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PLO-PO Matrix	
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	P.O	PLO-9	PLO-14																	
	PO-1																			

PO Matrix at the end of each learning stage (Sub-PO)	
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	P.O	Week																		
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16			
	PO-1																			

Short Course Description	This course study discusses the importance of early intervention for children with physical impairments. The studies in this course include: (1) Course Orientation Early intervention for children with disabilities, (2) problems of children with disabilities at an early age, (3) early intervention for children with disabilities, (4) early intervention education, (5) program planning in early intervention, (6) early intervention in children with motor impairments, (7) early intervention in children with physical impairments with cognitive development barriers, (8) early intervention in children with physical impairments with communication barriers, (9) early intervention in children with physical impairments social and emotional development, (10) Professionalization in early intervention for children with physical impairments. Lectures are carried out using a system of presentations, discussions, project assignments and reflection.
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References	Main :
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1. Corinne. G. Et all. 1981. Early Intervention for children with Special Needs and Their Families. Westar, USA
2. Direktorat Pembinaan Sekolah Luar Biasa. 2008. Identifikasi dan Asesmen Anak Berkebutuhan Khusus, Pedoman Khusus Pendidikan Inklusif. Jakarta: Depdiknas
3. Hallahan, D.P., & Kauffman, J. 1986. Introduction Special Education Third Edition. Printice Hall
4. Hanson, M.J., & Lynch, E.W. 1989. Early Intervention, Implementing child and family services for infants and toddlers who are at-risk or disabled. PRO-ED Inc
5. Hargove, Linda J., dan Poteet, James A. 1984. Assessment in Special Education, the Education Evaluation , New Jersey, Prentice Hall, Inc.
6. McLoughlin, James A., dan Rena B. Lewis. 2008. Assessing Students with Special Needs, Seventh Edition. Pearson Prentice hall
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.
8. Musyafak, A. 1995. Orthopedagogik Anak Tunadaksa. Jakarta: Depdikbud
9. Permanarian Somad, dkk. 2009. Gangguan Interaksi Komunikasi. Bandung: Program StudiPendidikan Kebutuhan Khusus 1
10. Simeonsson, Rune J. 1990. Psychological and Developmental Assessment of Special Children , Printed in the United States of America.
11. Sudha., et all. 2004. An Overview of International Approaches to Early Intervention for Young Children with Specials Needs and Their Families.
12. Sunardi dan Sunaryo. 2007. Intervensi Dini Anak Berkebutuhan Khusus. Jakarta: Depdiknas

Supporters:

1. internet dan buku elektronik

Supporting lecturer

Prof. Dr. Endang Pudjiastuti Sartinah, M.Pd.
Diah Anggraeny, 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	Know the orientation of early intervention courses for children with physical impairments	Explain the orientation of early intervention courses for children with physical impairments	<p>Criteria: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done</p> <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Project Based Learning, discussions, assignments, responses 3 X 50		<p>Material: Course Orientation Early intervention for children with disabilities</p> <p>Reference: <i>Directorate of Special School Development. 2008. Identification and Assessment of Children with Special Needs, Special Guidelines for Inclusive Education. Jakarta: Ministry of National Education</i></p>	3%
2	Understanding the problems of children with disabilities at an early age	Explaining the problems of children with disabilities at an early age Identifying the problems of children with disabilities at an early age	<p>Criteria: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done</p> <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Project Based Learning, discussions, assignments, responses 3 X 50		<p>Material: Problems of children with disabilities at an early age</p> <p>Reference: <i>Corinne. G. Et all. 1981. Early Intervention for children with Special Needs and Their Families. Westar, USA</i></p>	3%

3	Understand the concept of 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	<p>Criteria: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done</p> <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Project Based Learning, discussions, assignments, responses 3 X 50	<p>Material: Concept of early assessment and intervention for children with disabilities. Reference: <i>Directorate of Special School Development. 2008. Identification and Assessment of Children with Special Needs, Special Guidelines for Inclusive Education. Jakarta: Ministry of National Education</i></p>	3%
4	Understanding early intervention education	Explaining early educational interventionsIdentifying early educational interventions	<p>Criteria: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done</p> <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Project Based Learning, discussions, assignments, responses 3 X 50	<p>Material: Early intervention education Reference: <i>Corinne. G. Et all. 1981. Early Intervention for children with Special Needs and Their Families. Westar, USA</i></p>	3%
5	Understand program planning in early intervention	- Explain program planning in early intervention - Identify program planning	<p>Criteria: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Practical Assessment</p>	Project Based Learning, discussions, assignments, responses 3 X 50	<p>Material: Program planning in early intervention References: <i>Hanson, MJ, & Lynch, EW 1989. Early Intervention, Implementing child and family services for infants and toddlers who are at-risk or disabled. PRO-ED Inc</i></p>	3%
6	Understanding early intervention in quadriplegic children with motor disorders	- Explain early intervention in children with motor impairments - Identify early intervention in children with motor impairments with motor impairments	<p>Criteria: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done</p> <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Project Based Learning, discussions, assignments, responses 3 X 50	<p>Material: Early intervention in physically disabled children with motor disorders. Reference: <i>Sunardi and Sunaryo. 2007. Early Intervention for Children with Special Needs. Jakarta: Ministry of National Education</i></p>	3%

7	Understanding early intervention for physically disabled children with cognitive development barriers	- Explaining early intervention for children with physical impairments with cognitive development barriers - Identifying early intervention for children with physical impairments with cognitive development barriers	Criteria: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	Project Based Learning, discussions, assignments, responses 3 X 50		Material: Early intervention for physically disabled children with cognitive development barriers. Reference: <i>Sunardi and Sunaryo. 2007. Early Intervention for Children with Special Needs. Jakarta: Ministry of National Education</i>	3%
8	MIDTERM EXAM	take the UTS exam	Criteria: The better the answer, the higher the score Form of Assessment : Project Results Assessment / Product Assessment, Test	UTS 3 X 50		Material: UTS questions Library: <i>Directorate of Special School Development. 2008. Identification and Assessment of Children with Special Needs, Special Guidelines for Inclusive Education. Jakarta: Ministry of National Education</i> Material: UTS questions References: <i>Hargove, Linda J., and Poteet, James A. 1984. Assessment in Special Education, the Education Evaluation, New Jersey, Prentice Hall, Inc.</i> Material: UTS questions Reader: <i>Sunardi and Sunaryo. 2007. Early Intervention for Children with Special Needs. Jakarta: Ministry of National Education</i>	25%
9	Understanding early intervention in children with physical impairments with communication barriers	- Explain early intervention for children with physical impairments with communication barriers - Identify early intervention for children with physical impairments with communication barriers	Criteria: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	Project Based Learning, discussions, assignments, responses 3 X 50		Material: Early intervention for disabled children with social and emotional development barriers. Reference: <i>Simeonsson, Rune J. 1990. Psychological and Developmental Assessment of Special Children, Printed in the United States of America.</i>	3%

10	Understanding early intervention for physically disabled children with social and emotional development barriers	- Explain early intervention for children with physical impairments with barriers to social and emotional development - Identify early intervention for children with physical impairments with barriers for social and emotional development	<p>Criteria: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment</p>	Project Based Learning, discussions, assignments, responses 3 X 50		<p>Material: Early intervention for disabled children with social and emotional development barriers. Reference: Simeonsson, Rune J. 1990. <i>Psychological and Developmental Assessment of Special Children</i>, Printed in the United States of America.</p>	3%
11	Understanding Professionalization in early intervention for children with physical impairments	Implementing early intervention planning for children with physical impairments	<p>Criteria: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done</p> <p>Forms of Assessment : Participatory Activities, Portfolio Assessment, Practice / Performance</p>	Project Based Learning, discussions, assignments, responses 3 X 50		<p>Material: Early intervention planning for children with physical impairments Reference: Sunardi and Sunaryo. 2007. <i>Early Intervention for Children with Special Needs</i>. Jakarta: Ministry of National Education</p>	3%
12	Able to implement early intervention planning for children with physical impairments	Implementing early intervention planning for children with physical impairments	<p>Criteria: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done</p> <p>Forms of Assessment : Participatory Activities, Portfolio Assessment, Practice / Performance</p>	Project Based Learning, discussions, assignments, responses 3 X 50		<p>Material: Early intervention planning for children with disabilities References: McLoughlin, James A., and Rena B. Lewis. 2008. <i>Assessing Students with Special Needs, Seventh Edition</i>. Pearson Prentice hall</p>	2%
13	Able to implement early intervention for children with physical impairments	Implementing early intervention for children with physical impairments in special and inclusive schools	<p>Criteria: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment</p>	Project Based Learning, discussions, assignments, responses 3 X 50		<p>Material: Implementation of early intervention for children with disabilities References: Hargove, Linda J., and Poteet, James A. 1984. <i>Assessment in Special Education, the Education Evaluation</i>, New Jersey, Prentice Hall, Inc.</p>	3%
14	Able to implement early intervention for children with physical impairments	Implementing early intervention for children with physical impairments in special and inclusive schools	<p>Criteria: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done</p> <p>Forms of Assessment : Participatory Activities, Portfolio Assessment, Tests</p>	Project Based Learning, discussions, assignments, responses 3 X 50		<p>Material: Implementation of early assessment and intervention for children with disabilities. References: McLoughlin, James A., and Rena B. Lewis. 2008. <i>Assessing Students with Special Needs, Seventh Edition</i>. Pearson Prentice hall</p>	2%

15	Able to decide on follow-up actions and alternative solutions to solve problems in the field of early intervention for children with disabilities	- Analyzing problems in the field of early intervention for Tuandak children - Analyzing alternative solutions to solving problems in the field of early intervention for Tuandak children	<p>Criteria: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done</p> <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	Project Based Learning, discussions, assignments, responses 3 X 50	<p>Material: Follow-up and Alternative solutions to problem solving in the field of early intervention for children with disabilities.</p> <p>Reference: <i>Hargove, Linda J., and Poteet, James A. 1984. Assessment in Special Education, the Education Evaluation, New Jersey, Prentice Hall, Inc.</i></p>	3%
16	FINAL EXAMS	doing UAS	<p>Criteria: The better the answer, the higher the points</p> <p>Form of Assessment : Participatory Activities, Tests</p>	UAS 3 X 50	<p>Material: UAS QUESTIONS Library: <i>Directorate of Special School Development. 2008. Identification and Assessment of Children with Special Needs, Special Guidelines for Inclusive Education. Jakarta: Ministry of National Education</i></p> <p>Material: UAS questions References: <i>Hanson, MJ, & Lynch, EW 1989. Early Intervention, Implementing child and family services for infants and toddlers who are at-risk or disabled. PRO-ED Inc</i></p> <p>Material: UAS questions Reader: <i>Sunardi and Sunaryo. 2007. Early Intervention for Children with Special Needs. Jakarta: Ministry of National Education</i></p>	35%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	34.84%
2.	Project Results Assessment / Product Assessment	26%
3.	Portfolio Assessment	5.84%
4.	Practical Assessment	1%
5.	Practice / Performance	1.67%
6.	Test	30.67%
		100%

Notes

- 1. 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.
- 2. 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.
- 6. 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.
- 9. 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.**