



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 CHILDREN WITH LEARNING DIFFICULTIES	8620203376		T=2	P=1	ECTS=4.77	4	July 17, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
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Learning model	Case Studies
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Program Learning Outcomes (PLO)	PLO study program which is charged to the course						
	PLO-11	Skilled in providing academic services and special needs programs for PDBK					
	PLO-14	Mastering the basics of designing, implementing, assessing services for GDPK					
	Program Objectives (PO)						
	PO - 1	Able to provide intervention services for students with specific learning difficulties					
	PLO-PO Matrix						
		<table border="1" style="margin-left: 40px;"> <tr> <td>P.O</td> <td>PLO-11</td> <td>PLO-14</td> </tr> <tr> <td>PO-1</td> <td></td> <td></td> </tr> </table>	P.O	PLO-11	PLO-14	PO-1	
P.O	PLO-11	PLO-14					
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	Study and discussion using science and technology related to the nature of learning styles, types of learning styles, characteristics of learning styles, the nature and meaning of early intervention for children with learning difficulties, concepts, principles and strategies for preparing IMR intervention plans, intervening with children with learning difficulties which includes direct intervention through individual guidance , group guidance, teaching and learning activities with a guided nuance, intervention using media and learning resources, intervention using learning strategies, intervention involving parents, peer tutoring intervention, remedial and enrichment. Students are also equipped to provide appropriate compensatory services for students with special needs. Lectures are carried out using a system of presentations, discussions, project assignments, case studies and reflections
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References	Main :
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Supporters:

Supporting lecturer Ima Kurrotun Ainin, S.Pd., M.Pd.
Ni Made Marlin Minarsih, 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	Understand the competencies, descriptions, course materials for Intervention for Children with Learning Difficulties	Mentioning competencies, descriptions, sequence of introductory course material for intervention for children with learning difficulties	Criteria: 1.4: mention and explain the 4 CPs correctly 2.3: just mention and explain correctly the 3 CPs 3.2: name and explain correctly 2 CP 4.1: mention and explain 1 CP 5.0: did not answer Form of Assessment : Participatory Activities	Collaborative 3 X 50		Material: mentioning children's competencies. Reference: Andriani, R. 2014. Remedial Learning Steps and Enrichment Programs. Retrieved January 12, 2018, from https://www.membumikan.com/2014/10/angkat-pembelajaranremedial.html	3%
2	Understanding the nature and characteristics of learning stylesUnderstanding the nature of intervention for children with learning difficultiesUnderstanding the scope of intervention for children with learning difficulties	Describe the nature and characteristics of learning styles Describe the essence of intervention for children with learning difficulties Outline the scope of the study Intervention for children with learning difficulties	Criteria: 1.4: the writing includes three indicators correctly. 2.3: the writing is generally correct, only one aspect is explained incorrectly 2: the writing only contains two correct aspects. 3.1: writing in general does not answer commands. Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	Case Study 3 X 50		Material: Describe the nature and characteristics of References: Arjangga, R., & Suprihatin, T. 2011. Peer tutoring learning methods improve learning outcomes based on self-regulation. Makara Hubs-Asia, 8(3).	3%

3	Reconstructing teaching strategies for children with reading difficulties (Phonological processing problems)	Develop individual guidance plans for the sequence of intervention materials for children who have difficulty learning to read (Phonological processing problems)	Criteria: 1.4: The plan correctly describes direct guidance indicators, phonological intervention stages and the scope of specific IMR interventions. 2.3: the writing is generally correct, only one aspect is incorrectly explained 3.2: writing only contains two correct aspects. 1: writing in general does not answer commands. Form of Assessment : Participatory Activities	3 X 50 Project		Material: Developing individual guidance plans References: <i>Aristiani, N. 2013. Use of Napier Rod Media in Improving Multiplication Operation Skills for Children with Learning Difficulties in Grade 3 SD 11 Rear Tangsi Padang. Scientific Journal of Special Education, 1(1), 294–310.</i>	3%
4	Conduct intervention using learning strategies for speaking barriers	Develop intervention materials using auditory-based speech barrier learning strategies. Carry out interventions using auditory-based speech barrier learning strategies	Criteria: 1.4: complete report, describes the stages of the auditory learning strategy, coherent 3: complete report, describes the stages of the auditory learning strategy, not coherent 2.2: complete report, incomplete stage 1: incomplete report Form of Assessment : Participatory Activities	Problem based learning 3 X 50		Material: Developing intervention materials References: <i>DePorter, B., Reardon, M., & Singer-Nourie, S. 2010. Quantum teaching: practicing quantum learning in classrooms. Bandung: Kaifa.</i>	3%
5	Implementing interventions using visual learning strategies for students who experience difficulties in writing	Develop and determine visual learning strategies for AKB who experience difficulties in writing (laggard processing problems)	Criteria: 4: complete report, includes expected indicators, coherent 3: complete report, includes expected indicators, not coherent 2: complete report, incomplete stage 1: incomplete report Form of Assessment : Participatory Activities	Problem based learning 3 X 50		Material: Developing and determining strategies References: <i>Bobbi Deporter, & Hernacki, M. 2016. QUANTUM LEARNING (Getting used to comfortable and enjoyable learning). Bandung: Kaifa.</i>	3%
6	Understand the concept of preparing special intervention materials for remedia strategies for children who have difficulty learning to read comprehensively, including reading fluency, matching reading, reciprocal reading, mapping and grouping, reading graphic symbols and pictures.	Able to organize/design and implement special intervention remedial strategies for children who have difficulty learning to read comprehensively including, reading fluency, matching reading, reciprocal reading, mapping and grouping, reading graphic symbols and pictures	Criteria: 4: Complete report, according to indicators, coherent 3: Complete report, according to indicators, not coherent 2: Complete report, indicators do not match 1: Report incomplete Form of Assessment : Participatory Activities	Case Study 3 X 50		Material: Able to organize/design and implement interventions References: <i>Boud, KS, Bailey, SK, Petrill, SA, & Cutting, LE 2016. Comprehending text versus reading words in young readers with varying reading abilities: distinct patterns of functional connectivity from common processing hubs. Developmental Science, 19(4), 632–656.</i>	3%
7	Understand the concept of preparing special intervention materials using audio-visual media for children who have difficulty learning to read	Designing a concept for preparing special intervention materials using audio-visuals for children who have difficulty learning to read. Carrying out interventions using audio-visuals for IMRs who have difficulty reading	Criteria: 4: Complete report, according to stage, coherent 3: Complete report, according to stage, not coherent 2: Complete report, not according to stage 1: Incomplete report Form of Assessment : Participatory Activities	3 X 50 case study		Material: Designing a concept for preparing intervention materials References: <i>Boud, KS, Bailey, SK, Petrill, SA, & Cutting, LE 2016. Comprehending text versus reading words in young readers with varying reading abilities: distinct patterns of functional connectivity from common processing hubs. Developmental Science, 19(4), 632–656.</i>	3%
8	End encounter abilities 1 - 7	Meeting indicators 1 - 7	Criteria: Attached Form of Assessment : Participatory Activities, Tests	TEST 3 X 50		Material: test Reader: <i>Bass, Jossey. 2009. Social Skills Activities for Special Children. 2nd Edition. USA: Jossey-Bass.</i>	20%

9	Understand the concept of barriers to remembering IMR and carry out media interventions with VISUALS indicators	Describe the concept of the problem of barriers to remembering IMR. Develop an intervention plan using media with VISUALS indicators for IMR with remembering problems. Carry out an intervention using media with VISUALS indicators for IMR with remembering problems.	Criteria: 4: Paper according to template, comprehensive content, coherent 3: Paper according to template, comprehensive content, not coherent 2: Paper according to template, content incomplete 1: Paper does not match template Form of Assessment : Participatory Activities	Problem based learning 3 X 50		Material: Describe the concept of obstacle problems considering AKB Library: Bansiran. 2012. <i>Factors that Influence Difficulties in Learning. Journal of Education, 7(1), 1–18.</i>	3%
10	Understanding the concept of numeracy barriers in children with dyscalculia and implementing intervention using peer tutoring strategies	Describe dyscalculia-specific IMR. Design and implement stages of peer tutoring strategy intervention for children with dyscalculia	Criteria: 4: The concept map is in accordance with the Fryer model indicators 3: The concept map includes 3 components of the Fryer model indicators 2: The concept map includes 2 components of the Fryer model indicators 1: The concept map is not in accordance with the Fryer model indicators Form of Assessment : Participatory Activities	Project based learning 3 X 50		Material: Describing IMR specific to dyscalculia References: Abdurrahman, M. 2012. <i>Children with Learning Difficulties: Theory, Diagnosis and Remediation.</i> Jakarta:Rineka Cipta.	3%
11	Understanding early intervention for children with specific numeracy difficulties using visual-auditory learning strategies	Describe the stages of early intervention for children with dyscalculia using visual-auditory learning strategies Design and implement early intervention for children with dyscalculia using visual-auditory learning strategies	Criteria: 4: Complete instrument includes 4 indicators, coherent 3: Complete instrument includes 4 indicators, not coherent 2: Instrument only includes 2 indicators 1: Instrument only includes 1 indicator and not coherent Form of Assessment : Participatory Activities	Problem based learning 3 X 50		Material: Describe the stages of early intervention for children with dyscalculia Reference: Aristiani, N. 2013. <i>Use of Napier Rod Media in Improving Multiplication Operation Skills for Children with Learning Difficulties in Grade 3 SD 11 Rear Tangsi Padang. Scientific Journal of Special Education, 1(1), 294–310.</i>	4%
12	Designing and implementing early intervention for children who have difficulty learning to count using collaboration with parents	Describe the concept of early intervention for children with numeracy difficulties Describe the concept of intervention using collaborative strategies with parents Design and implement intervention stages using parent collaboration strategies for children with numeracy difficulties	Criteria: 4: complete resume and report, according to indicators, coherent 3: complete resume and report, according to indicators, not coherent 2: complete resume and report, not according to indicators 1: incomplete resume and report Form of Assessment : Participatory Activities	3 X 50 case study		Material: Describe the concept of early intervention a Reference: Alwi, MM, & Masrun., MA 2009. <i>The influence of the peer tutoring method on high school students' motivation and mathematics learning achievement.</i> Yogyakarta: Gadjah Mada University.	3%
13	Understand and implement interventions for children with numeracy difficulties using remedial strategies	Intervention concept using remedial strategies for children with numeracy difficulties Designing and implementing interventions using remedial strategies for children with numeracy difficulties	Criteria: 4: complete concept map, in accordance with Fryer model indicators 3: complete concept map, not all Fryer model indicators covered 2: complete concept map, Fryer model indicators do not match 1: incomplete concept map Form of Assessment : Participatory Activities	Problem based learning 3 X 50		Material: Intervention concept using remedial strategies References: Bass, Jossey. 2009. <i>Social Skills Activities for Special Children. 2nd Edition.</i> USA: Jossey-Bass.	3%

14	Designing and implementing interventions for children with mathematics difficulties using assistive technology	Describe the concept of assistive technology for children with numeracy difficulties. Design and implement interventions for children with numeracy difficulties using assistive technology	Criteria: 1.4: paper covers stages of assistive technology implementation indicators, runtut3: paper covers some indicators of assistive technology implementation, runtut 2.2: the paper includes some indicators of assistive technology implementation, not coherent 1: the paper does not cover indicators of assistive technology implementation Form of Assessment : Participatory Activities	Problem based learning 3 X 50		Material: Describe the concept of assistive technology References: <i>Changthong, J., Manmart, L., & Vongprasert, C. 2014. Learning styles: Factors influencing information behavior of Thai youth. LIBRES: Library and Information Science Research Electronic Journal, 24(1), 50.</i>	3%
15	Design and implement interventions using group guidance with the Everyone is a Teacher strategy for children who have difficulty counting	Describe the concept of the group guidance approach Describe the concept of everyone is a teacher Design and implement group guidance using the everyone is a teacher strategy	Criteria: 4: Complete paper, indicators met, coherent 3: Complete paper, indicators met, not coherent 2: Complete paper, indicators partially met, not coherent 1: Paper incomplete Form of Assessment : Participatory Activities	Problem based learning 3 X 50		Material: Describe the concept of a guidance approach. References: <i>Bass, Jossey. 2009. Social Skills Activities for Special Children. 2nd Edition. USA: Jossey-Bass.</i>	10%
16	End encounter abilities 1 - 15	Meeting indicators 1 - 15	Criteria: attached Form of Assessment : Participatory Activities	Summative Exam 3 X 50		Material: Literature Test : <i>Bansiran. 2012. Factors that Influence Difficulties in Learning. Journal of Education, 7(1), 1–18.</i>	30%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	88.5%
2.	Project Results Assessment / Product Assessment	1.5%
3.	Test	10%
		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** 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.