



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

**Document Code**

**SEMESTER LEARNING PLAN**

<b>Courses</b>	<b>CODE</b>	<b>Course Family</b>	<b>Credit Weight</b>			<b>SEMESTER</b>	<b>Compilation Date</b>																																																			
EARLY INTERVENTION FOR DEAF CHILDREN	8620203364	Study Program Elective Courses	T=2	P=1	ECTS=4.77	4	March 6, 2024																																																			
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>			<b>Study Program Coordinator</b>																																																				
	.....		Dr. Wagino, M.Pd.			Dr. H. Pamuji, M.Kes.																																																				
<b>Learning model</b>	Project Based Learning																																																									
<b>Program Learning Outcomes (PLO)</b>	<b>PLO study program that is charged to the course</b>																																																									
	<b>PLO-11</b>	Skilled in providing academic services and special needs programs for PDBK																																																								
	<b>Program Objectives (PO)</b>																																																									
	<b>PO - 1</b>	Implementing an inclusive culture in carrying out duties as GDPK educators and entrepreneurs based on religion, morals and ethics																																																								
	<b>PLO-PO Matrix</b>																																																									
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 5px;">P.O</td> <td colspan="6" style="padding: 5px;">PLO-11</td> </tr> <tr> <td style="padding: 5px;">PO-1</td> <td style="width: 20px;"></td> <td style="width: 20px;"></td> <td style="width: 20px;"></td> <td style="width: 20px;"></td> <td style="width: 20px;"></td> <td style="width: 20px;"></td> </tr> </table>						P.O	PLO-11						PO-1																																											
P.O	PLO-11																																																									
PO-1																																																										
	<b>PO Matrix at the end of each learning stage (Sub-PO)</b>																																																									
	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 5px;">P.O</td> <td colspan="16" style="padding: 5px;">Week</td> </tr> <tr> <td></td> <td style="padding: 5px;">1</td> <td style="padding: 5px;">2</td> <td style="padding: 5px;">3</td> <td style="padding: 5px;">4</td> <td style="padding: 5px;">5</td> <td style="padding: 5px;">6</td> <td style="padding: 5px;">7</td> <td style="padding: 5px;">8</td> <td style="padding: 5px;">9</td> <td style="padding: 5px;">10</td> <td style="padding: 5px;">11</td> <td style="padding: 5px;">12</td> <td style="padding: 5px;">13</td> <td style="padding: 5px;">14</td> <td style="padding: 5px;">15</td> <td style="padding: 5px;">16</td> </tr> <tr> <td style="padding: 5px;">PO-1</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>						P.O	Week																	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1																	
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	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																																										
PO-1																																																										
<b>Short Course Description</b>	· Early intervention courses for deaf children equip students to be able to understand, study, deepen, have knowledge and experience of concepts, principles, theories related to early intervention for deaf children and be able to solve problems related to early intervention for deaf children in accordance with procedures and being able to plan and implement early intervention to solve the problems of deaf children while also optimizing the potential of deaf children based on the principles and procedures in early intervention for deaf children. Lectures are carried out using a system of presentations, discussions, project assignments, case methods and reflection.																																																									
<b>References</b>	<b>Main :</b>																																																									
	<ol style="list-style-type: none"> <li>1. Donald F, Moores. 2001. Educating The Deaf in Boston , New York: Houghton Mifflin Company.</li> <li>2. Donald F, Moores. 2006. Deaf Learners, Developing in Curriculum and Instruction , New York: Houghton Mifflin Company.</li> <li>3. Susilo Yuwati. 2000. Pedoman Guru Pengajaran Bina Persepsi Bunyi Irama Untuk Anak Tunarungu . Jakarta. Depdiknas</li> <li>4. Marilyn Sass-Lehrer. 2015. Professional Perspectives On Deafness: Evidence and Applications , Oxford University Press.</li> </ol>																																																									
	<b>Supporters:</b>																																																									
<b>Supporting lecturer</b>	Dr. Wagino, M.Pd. Diah Ekasari, M.Pd.																																																									
<b>Week-</b>	<b>Final abilities of each learning stage (Sub-PO)</b>	<b>Evaluation</b>		<b>Help Learning, Learning methods, Student Assignments, [ Estimated time ]</b>		<b>Learning materials [ References ]</b>	<b>Assessment Weight (%)</b>																																																			
		<b>Indicator</b>	<b>Criteria &amp; Form</b>	<b>Offline ( offline )</b>	<b>Online ( online )</b>																																																					
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)																																																			

1	Understand the competencies, descriptions, sequence of material in the Assessment and Intervention course for Deaf Children	Mentions competencies, descriptions, sequence of material for the Assessment and Intervention course for Deaf Children	<b>Criteria:</b> The more questions you ask, the better your score  <b>Form of Assessment :</b> Participatory Activities	Scientific 3 X 50		<b>Material:</b> Understanding competencies, descriptions, sequence of course material for Assessment and Intervention for Deaf Children Reader : <i>Susilo Yuwati. 2000. Teacher's Guide to Teaching Developing Rhythmic Sound Perception for Deaf Children. Jakarta. Ministry of National Education</i>	3%
2	Understanding the nature of deafness and its problems	1. explain the concept of deafness 2. mentions the impact of deafness on individual development	<b>Criteria:</b> The more questions the better  <b>Form of Assessment :</b> Participatory Activities	· Scientific Humanistic 3 X 50		<b>Material:</b> Understanding the nature of deafness and its problems. <b>Reference:</b> <i>Donald F, Moores. 2006. Deaf Learners, Developing in Curriculum and Instruction, New York: Houghton Mifflin Company.</i>	2%
3	Understand early detection and intervention for hearing impairment. Understand hearing ability measurement techniques (hearing tests)	1. Explains early detection and intervention for hearing impairment 2. Explain techniques for measuring hearing ability (Hearing test)	<b>Criteria:</b> The more questions the better  <b>Form of Assessment :</b> Participatory Activities	scientific 3 X 50		<b>Material:</b> Understanding the nature of deafness and its problems. <b>Reference:</b> <i>Susilo Yuwati. 2000. Teacher's Guide to Teaching Developing Rhythmic Sound Perception for Deaf Children. Jakarta. Ministry of National Education</i>	2%
4	Understand the management of hearing loss	Explain the management of hearing loss	<b>Criteria:</b> QUANTITATIVE  <b>Form of Assessment :</b> Participatory Activities, Portfolio Assessment	3 X 50 discussion		<b>Material:</b> Understanding the nature of deafness and its problems. <b>Reference:</b> <i>Susilo Yuwati. 2000. Teacher's Guide to Teaching Developing Rhythmic Sound Perception for Deaf Children. Jakarta. Ministry of National Education</i>	2%

5	understand the prevalence and etiology of auditory dysfunction	Explain the prevalence and etiology of auditory dysfunction	<b>Criteria:</b> The more questions the better  <b>Form of Assessment</b> : Participatory Activities	Discussion 3 X 50		<b>Material:</b> understanding the prevalence and etiology of auditory dysfunction. <b>Reference:</b> Marilyn Sass-Lehrer. 2015. <i>Professional Perspectives On Deafness: Evidence and Applications</i> , Oxford University Press.	2%
6	understand hearing aids and cochlear implants	Explain the difference between hearing aids and cochlear implants	<b>Criteria:</b> QUANTITATIVE  <b>Form of Assessment</b> : Participatory Activities, Portfolio Assessment	scientific 3 X 50		<b>Material:</b> understanding the prevalence and etiology of auditory dysfunction <b>Reader:</b> Susilo Yuwati. 2000. <i>Teacher's Guide to Teaching Developing Rhythmic Sound Perception for Deaf Children</i> . Jakarta. Ministry of National Education	2%
7	understand hearing disorders	Explain the management of hearing loss	<b>Criteria:</b> The more questions the better  <b>Form of Assessment</b> : Participatory Activities, Portfolio Assessment	scientific 3 X 50		<b>Material:</b> understanding hearing disorders <b>Reader:</b> Susilo Yuwati. 2000. <i>Teacher's Guide to Teaching Developing Rhythmic Sound Perception for Deaf Children</i> . Jakarta. Ministry of National Education	2%
8		test	<b>Criteria:</b> the better the answer  <b>Form of Assessment</b> : Test	3 X 50		<b>Material:</b> material 1-7 <b>Bibliography:</b> Marilyn Sass-Lehrer. 2015. <i>Professional Perspectives On Deafness: Evidence and Applications</i> , Oxford University Press.	10%

9	understand the language development of deaf children	explain the language development of deaf children	<p><b>Criteria:</b> The better the product</p> <p><b>Form of Assessment</b> : Project Results Assessment / Product Assessment, Portfolio Assessment</p>	3 X 50 discussion		<p><b>Material:</b> understanding the language development of deaf children. <b>Reference:</b> <i>Marilyn Sass-Lehrer. 2015. Professional Perspectives On Deafness: Evidence and Applications, Oxford University Press.</i></p>	5%
10	understand the communication modes of deaf children	explain the communication modes of deaf children	<p><b>Criteria:</b> The better the product</p> <p><b>Form of Assessment</b> : Project Results Assessment / Product Assessment, Portfolio Assessment</p>	3 X 50 discussion		<p><b>Material:</b> understanding the language development of deaf children. <b>Reference:</b> <i>Susilo Yuwati. 2000. Teacher's Guide to Teaching Developing Rhythmic Sound Perception for Deaf Children. Jakarta. Ministry of National Education</i></p>	5%
11	understand auditory verbal therapy	explain auditory verbal therapy	<p><b>Criteria:</b> the better the product</p> <p><b>Form of Assessment</b> : Project Results Assessment / Product Assessment</p>	3 X 50 discussion		<p><b>Material:</b> understanding auditory verbal therapy <b>Reader:</b> <i>Susilo Yuwati. 2000. Teacher's Guide to Teaching Developing Rhythmic Sound Perception for Deaf Children. Jakarta. Ministry of National Education</i></p>	10%
12	understand the development of early intervention programs for deaf children	explains the development of an early intervention program for deaf children	<p><b>Criteria:</b> The better the product</p> <p><b>Form of Assessment</b> : Project Results Assessment / Product Assessment</p>	3 X 50 discussion		<p><b>Material:</b> understanding auditory verbal therapy <b>Reader:</b> <i>Susilo Yuwati. 2000. Teacher's Guide to Teaching Developing Rhythmic Sound Perception for Deaf Children. Jakarta. Ministry of National Education</i></p>	10%

13	understand the development of language skills in deaf children	explains the development of language skills in deaf children	<b>Criteria:</b> The better the product, the better the value  <b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment	3 X 50 discussion		<b>Material:</b> understanding auditory verbal therapy <b>Reader:</b> <i>Susilo Yuwati. 2000. Teacher's Guide to Teaching Developing Rhythmic Sound Perception for Deaf Children. Jakarta. Ministry of National Education</i>	10%
14	understand the development of articulation training programs for deaf children	explains the development of an articulation training program for deaf children	<b>Criteria:</b> The better the product  <b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment	3 X 50 discussion		<b>Material:</b> understanding the development of articulation training programs for deaf children. <b>Reference:</b> <i>Susilo Yuwati. 2000. Teacher's Guide to Teaching Developing Rhythmic Sound Perception for Deaf Children. Jakarta. Ministry of National Education</i>	10%
15	understand pronunciation error analysis techniques	explain pronunciation error analysis techniques	<b>Criteria:</b> The better the product  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment, Portfolio Assessment	3 X 50 discussion		<b>Material:</b> understanding the development of articulation training programs for deaf children. <b>Reference:</b> <i>Susilo Yuwati. 2000. Teacher's Guide to Teaching Developing Rhythmic Sound Perception for Deaf Children. Jakarta. Ministry of National Education</i>	10%
16		rubric	<b>Criteria:</b> The better the answer, the better the grade  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment, Test	3 X 50		<b>Material:</b> first meeting until the end <b>Reader:</b> <i>Susilo Yuwati. 2000. Teacher's Guide to Teaching Developing Rhythmic Sound Perception for Deaf Children. Jakarta. Ministry of National Education</i>	15%

**Evaluation Percentage Recap: Project Based Learning**

No	Evaluation	Percentage
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1.	Participatory Activities	22%
2.	Project Results Assessment / Product Assessment	47.5%
3.	Portfolio Assessment	13%
4.	Test	17.5%
		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** 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.
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.