



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 | | | | | |
| Education of Children with Multiple Disabilities | 8620202202 | | T=2 | P=0 | ECTS=3.18 | 4 July 18, 2024 | | | | | |
| AUTHORIZATION | | SP Developer | Course Cluster Coordinator | | Study Program Coordinator | | | | | | |
| | | | | | Dr. H. Pamuji, M.Kes. | | | | | | |
| Learning model | Case Studies | | | | | | | | | | |
| Program Learning Outcomes (PLO) | PLO study program that is charged to the course | | | | | | | | | | |
| | Program Objectives (PO) | | | | | | | | | | |
| | PLO-PO Matrix | | | | | | | | | | |
| | | <table border="1" style="margin: auto;"> <tr> <td style="width: 10%; text-align: center;">P.O</td> <td colspan="5"></td> </tr> </table> | | | | | P.O | | | | |
| P.O | | | | | | | | | | | |
| Short Course Description | This course discusses the relationship between basic concepts of individuals with multiple disabilities, factors causing individuals with multiple disabilities, classification and characteristics of children with multiple disabilities, identification and assessment of individuals with multiple disabilities, education of children with multiple disabilities (purpose of education, place and education delivery system, curriculum) and program targets and learning strategies for children with multiple obstacles as well as various material objects and sub-disciplines that handle them with collaborative, scientific and humanistic strategies. | | | | | | | | | | |
| | <p>References Main :</p> <ol style="list-style-type: none"> 1. Sunanto, Juang, dkk. 2013. Pendidikan Individu dengan Disabilitas Majemuk . Hellen Keller Internasional Indonesia 2. Imray, Peter dan Hinchcliffe, Viv. 2014. Curricula for Teaching Children and Young People with Severe or Profound and Multiple Learning Difficulties . New York: Routledge 3. Kirk, Samuel, dkk. 2009. Educating Exceptional Children . New York: Houghton Miffl in Harcourt Publishing Company 4. Lancioni, Giulio E. 2013. Assistive Technology: Interventions for Individuals with Severe/ Profound and Multiple Disabilities . New York: Springer 5. Jilian, Pawlyn dkk. 2009. Profound Intellectual And Multiple Disabilities: Nursing Complex Need s. Chichester: Wiley-Blackwell Publishing 6. Smith, Robert dan Neisworth, John T. 1975. The Exceptional Children: A Function Approach . New York: McGraw-Hill <p>Supporters:</p> | | | | | | | | | | |
| Supporting lecturer | Prof. Dr. Budiyanto, M.Pd. Prof. Dr. Endang Pudjiastuti Sartinah, 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 basic concepts of individuals with multiple disabilities | <p>1.Mentions competencies, descriptions, sequence of material for Education courses for Children with Multiple Disabilities</p> <p>2.Explain the basic concepts of individuals with multiple disabilities</p> | <p>Criteria:</p> <p>1.4: The written results are in accordance with theory and empirical conditions</p> <p>2.3: The results of the writing are in accordance with theory only or in accordance with empirical conditions only</p> <p>3.2: The written results are slightly supported by theory or empirical conditions</p> <p>4.1: The written results are not supported by theory and empirical conditions</p> | collaborative scientific 2 X 50 | | | 0% |
| 2 | Understand the basic concepts of individuals with multiple disabilities: Impact, prevalence and causal factors | Explain the basic concepts of individuals with multiple disabilities | <p>Criteria:</p> <p>1.4: The written results are in accordance with theory and empirical conditions</p> <p>2.3: The results of the writing are in accordance with theory only or in accordance with empirical conditions only</p> <p>3.2: The written results are slightly supported by theory or empirical conditions</p> <p>4.1: The written results are not supported by theory and empirical conditions</p> | Scientific Humanistic 2 X 50 | | | 0% |
| 3 | Understanding the basic concepts of individuals with multiple disabilities: Classification and characteristics of children with multiple disabilities | Explaining the basic concepts of individuals with multiple disabilities: Classification and characteristics of children with multiple disabilities | <p>Criteria:</p> <p>1.4: The written results are in accordance with theory and empirical conditions</p> <p>2.3: The results of the writing are in accordance with theory only or in accordance with empirical conditions only</p> <p>3.2: The written results are slightly supported by theory or empirical conditions</p> <p>4.1: The written results are not supported by theory and empirical conditions</p> | Scientific Humanistic 2 X 50 | | | 0% |

| | | | | | | | |
|---|--|--|---|---|--|--|----|
| 4 | Understanding Identification and assessment of individuals with multiple disabilities | Describes how to identify and assess individuals with multiple disabilities | Criteria: 1.4: The instrument results are correct, supported by correct analysis based on theory 2.3: The instrument results are correct, supported by correct analysis but not based on theory 3.2: The instrument results are accurate, but not supported by analysis and theory 4.1: The instrument results are not precise, and are not supported by analysis and theory | Interaction-Educative/Collaborative 2 X 50 | | | 0% |
| 5 | Carry out identification and assessment of individuals with multiple disabilities | Practicing identification and assessment of individuals with multiple disabilities | Criteria: 4: The assessment results are correct, supported by correct analysis based on theory 3: The assessment results are correct, supported by correct analysis but not based on theory 2: The assessment results are correct, but not supported by analysis and theory 1: The assessment results are inaccurate, and not supported by analysis and theory | Interaction-Educative/Collaborative 2 X 50 | | | 0% |
| 6 | Understanding educational services for children with multiple disabilities (educational objectives, place and education delivery system, curriculum) | Explain educational services for children with multiple disabilities (purpose of education, place and education delivery system, curriculum) | Criteria: 1.4: The written results are in accordance with theory and empirical conditions 2.3: The results of the writing are in accordance with theory only or in accordance with empirical conditions only 3.2: The written results are slightly supported by theory or empirical conditions 4.1: The written results are not supported by theory and empirical conditions | collaborative scientific 2 X 50 | | | 0% |

| | | | | | | | |
|---|--|---|--|------------------------------------|--|--|----|
| 7 | Understand the program targets and learning strategies for children with multiple disabilities and the assistive technology needed | <p>1.Explain program targets and learning strategies for children with multiple disabilities</p> <p>2.Explain the assistive technology needed for children with multiple disabilities</p> | <p>Criteria:</p> <p>1.4: The program is in accordance with the assessment and is structured according to a logical format and is based on theory</p> <p>2.3: The program is in accordance with the assessment but is not structured according to the format, logically and based on theory</p> <p>3.2: The program is in accordance with the assessment but is not structured according to the format, and is not based on theory</p> <p>4.1: The program is in accordance with the assessment and is not structured according to a format, not logically and not based on theory</p> | collaborative scientific 2 X 50 | | | 0% |
| 8 | UTS | UTS | <p>Criteria:</p> <p>UTS</p> | UTS 2 X 50 | | | 0% |
| 9 | Understanding the Behavior of individuals with multiple disabilities | <p>1.Explaining the behavior of individuals with multiple disabilities</p> <p>2.Explain the impact of different behaviors on individuals with multiple disabilities</p> | <p>Criteria:</p> <p>1.4: Writing results are in accordance with theory and empirical conditions 3: Writing results are in accordance with theory only or in accordance with empirical conditions only</p> <p>2.2: The written results are slightly supported by theory or empirical conditions</p> <p>3.1: The written results are not supported by theory and empirical conditions</p> | scientific humanities 2 X 50 | | | 0% |

| | | | | | | | |
|----|---|--|---|-------------------------------------|--|--|----|
| 10 | Understanding the communication of individuals with multiple disabilities | Explaining communication between individuals with multiple disabilities | Criteria: 1.4: The written results are in accordance with theory and empirical conditions 2.3: The results of the writing are in accordance with theory only or in accordance with empirical conditions only 3.2: The written results are slightly supported by theory or empirical conditions 4.1: The written results are not supported by theory and empirical conditions | Collaborative scientific 2 X 50 | | | 0% |
| 11 | Understanding individuals with multiple disabilities in building concepts | Explaining individuals with multiple disabilities in building concepts | Criteria: 1.4: The written results are in accordance with theory and empirical conditions 2.3: The results of the writing are in accordance with theory only or in accordance with empirical conditions only 3.2: The written results are slightly supported by theory or empirical conditions 4.1: The written results are not supported by theory and empirical conditions | Scientific- collaborative 2 X 50 | | | 0% |
| 12 | Understanding early/pre-school education: assessment, basic stimulation, Community-based Programs, ABACUS (The Arizona Basic Assessment Curriculum Utilization System) for individuals with multiple disabilities | Explaining early/pre-school education: assessment, basic stimulation, Community-based Programs, ABACUS (The Arizona Basic Assessment Curriculum Utilization System) for individuals with multiple disabilities | Criteria: 1.4: The instrument results are correct, supported by correct analysis based on theory 2.3: The instrument results are correct, supported by correct analysis but not based on theory 3.2: The instrument results are accurate, but not supported by analysis and theory 4.1: The instrument results are inaccurate, and are not supported by analysis and theory | Scientific-humanistic 2 X 50 | | | 0% |

| | | | | | | | |
|----|---|--|---|----------------------------------|--|--|----|
| 13 | Understanding early/pre-school education: assessment, basic stimulation, Community-based Programs, ABACUS (The Arizona Basic Assessment Curriculum Utilization System) for individuals with multiple disabilities | Explaining early/pre-school education for children with multiple disabilities | Criteria: 1.4: The program is structured according to a logical format and is based on theory 2.3: The program is not structured according to format, logically and based on theory 3.2: The program is not structured according to a format, and is not based on theory 4.1: The program is not structured according to a format, not logically and not based on theory | Scientific-humanistic 2 X 50 | | | 0% |
| 14 | Understanding basic education: teaching communication, social development, pre-vocational skills for individuals with multiple disabilities | Explaining basic education: teaching communication, social development, pre-vocational skills for individuals with multiple disabilities | Criteria: 1.4: Appropriate instruments, supported by correct analysis based on theory 2.3: Appropriate instruments, supported by correct analysis but not based on theory 3.2: The instrument is appropriate, but not supported by analysis and theory 4.1: The instrument is not precise, and is not supported by analysis and theory | Scientific-humanistic 2 X 50 | | | 0% |
| 15 | Understanding basic education: teaching communication, social development, pre-vocational skills for individuals with multiple disabilities | Explaining basic education: teaching communication, social development, pre-vocational skills for individuals with multiple disabilities | Criteria: 1.4: The program is structured according to a logical format and is based on theory 2.3: The program is not structured according to format, logically and based on theory 3.2: The program is not structured according to a format, and is not based on theory 4.1: The program is not structured according to a format, not logically and not based on theory | Scientific -humanistic 2 X 50 | | | 0% |
| 16 | UAS | UAS | Criteria: UAS | UAS 2 X 50 | | | 0% |

Evaluation Percentage Recap: Case Study

| No | Evaluation | Percentage |
|----|------------|------------|
| | | 0% |

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.