



**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 Attention Deficit and Hyperactivity Disorders	8620202204		T=2	P=0	ECTS=3.18	3	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 which is charged to the course																																														
	Program Objectives (PO)																																														
	PLO-PO Matrix																																														
		P.O																																													
	PO Matrix at the end of each learning stage (Sub-PO)																																														
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td rowspan="2" style="width: 5%;">P.O</td> <td colspan="15" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 3%;">1</td> <td style="width: 3%;">2</td> <td style="width: 3%;">3</td> <td style="width: 3%;">4</td> <td style="width: 3%;">5</td> <td style="width: 3%;">6</td> <td style="width: 3%;">7</td> <td style="width: 3%;">8</td> <td style="width: 3%;">9</td> <td style="width: 3%;">10</td> <td style="width: 3%;">11</td> <td style="width: 3%;">12</td> <td style="width: 3%;">13</td> <td style="width: 3%;">14</td> <td style="width: 3%;">15</td> <td style="width: 3%;">16</td> </tr> </table>															P.O	Week															1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
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Short Course Description	Through this education course for children with attention deficit hyperactivity disorder, it is hoped that students will have the potential to understand the concepts, characteristics and learning needs of children with attention deficit hyperactivity disorder. Examining forms of identification and assessment for children with attention deficit hyperactivity disorder. Examining various ways to handle the communication, emotional and social learning behavior of children with attention deficit and hyperactivity. Intervening in the educational patterns of children with attention deficit disorder and hyperactivity.																																														
References	Main :																																														
	<p>1.</p> <p style="text-align: center;">Referensi:</p> <ol style="list-style-type: none"> 1. Cole, P.& Lorna,Chan. 1990. <i>Methods and Strategies for Special Education</i>. Sydney :Prentice Hall Ltd. 2. George J. DuPAUL and GaryStoner; 1994.<i>ADHD IN THE SCHOOLSAssessment and Intervention Strategies</i>. New York : The GuilfordPublications, Inc. 3. Grant L. Martin; 1998. <i>The Attention Deficit Child</i>. USA : Published by Arrangement withCook Communications Ministries 4050 Lee Vance View, Colorado Springs. 4. Lou Anne Johnson; 2005. <i>Teaching Outside the Box : How to Grab Your Students by Their Brains</i>. SanFransisco : at Jossey-Bass a Wiley Impriat 989 Market Street. 5. Riana Bagaskorowati:2010.<i>Anak Beresiko Identifikasi, Asesmen dan Intervensi Dini</i>. Bogor :Penerbit Ghalia Indonesia. 6. Robb Flanagan LCPC; 2005. <i>ADHD KIDS Attention DeficitHyperactivity Disorder</i>.University of Illinois : Firs Published by Kids Health Inc. 																																														
Supporters:																																															

Supporting lecturer		Prof. Dr. Hj. Sri Joeda Andajani, M.Kes.					
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 children with attention deficit hyperactivity disorder Understand the characteristics of children with attention deficit hyperactivity disorder Understand the learning needs of children with attention deficit hyperactivity disorder	Identifying the concept of ADHD children Identifying characteristics of ADHD children Describing the learning needs of children with attention deficit and hyperactivity based on expert opinions	Criteria: Assessment rubric	Structured lectures Giving group assignments Discussions between students. 2 X 50			0%
2	Understand the basic concepts of children with attention deficit hyperactivity disorder Understand the characteristics of children with attention deficit hyperactivity disorder Understand the learning needs of children with attention deficit hyperactivity disorder	Identifying the concept of ADHD children Identifying characteristics of ADHD children Describing the learning needs of children with attention deficit and hyperactivity based on expert opinions	Criteria: Assessment rubric	Structured lectures Giving group assignments Discussions between students. 2 X 50			0%
3	Understand the basic concepts of children with attention deficit hyperactivity disorder Understand the characteristics of children with attention deficit hyperactivity disorder Understand the learning needs of children with attention deficit hyperactivity disorder	Identifying the concept of ADHD children Identifying characteristics of ADHD children Describing the learning needs of children with attention deficit and hyperactivity based on expert opinions	Criteria: Assessment rubric	Structured lectures Giving group assignments Discussions between students. 2 X 50			0%
4	Understand the identification of children with attention deficit hyperactivity disorder Understand the behavioral assessment process for children with attention deficit hyperactivity disorder	Explain the identification of children with attention deficit hyperactivity disorder. Explain the purpose of identifying children with attention deficit hyperactivity disorder. Explain strategies for identifying children with attention deficit hyperactivity disorder. Explain how to analyze the behavior of children with attention deficit hyperactivity disorder.	Criteria: assessment rubric	Structured lectures Giving group assignments Discussions between students. 2 X 50			0%

5	Understand the identification of children with attention deficit hyperactivity disorder Understand the behavioral assessment process for children with attention deficit hyperactivity disorder	Explain the identification of children with attention deficit hyperactivity disorder. Explain the purpose of identifying children with attention deficit hyperactivity disorder. Explain strategies for identifying children with attention deficit hyperactivity disorder. Explain how to analyze the behavior of children with attention deficit hyperactivity disorder.	Criteria: assessment rubric	Structured lectures Giving group assignments Discussions between students. 2 X 50			0%
6	Understand various literature on assessment for children with attention deficit hyperactivity disorder. Understand the use of science and technology as a tool to help understand children with attention deficit hyperactivity disorder.	Explain the concept of assessing children with attention deficit hyperactivity disorder. Explain the purpose of assessing children with attention deficit hyperactivity disorder. Explain the method for carrying out assessments of children with attention deficit hyperactivity disorder. Describe the form of assessment for the needs of children with attention deficit hyperactivity disorder.	Criteria: Active participation assessment rubric	Structured lectures Giving group assignments Discussions between students. 2 X 50			0%
7	Understand how to analyze assessment results for children with attention deficit hyperactivity disorder Understand the picture of assessment results for children with attention deficit hyperactivity disorder	Analyze the results of assessments of children with attention deficit hyperactivity disorders. Explain the description of the assessment results of children with attention deficit hyperactivity disorders.	Criteria: Presentation assessment rubric	Structured lectures Giving individual assignments Discussions between students. 2 X 50			0%
8	Midterm exam	Review All Materials	Criteria: 1-100	Quiz/assignment Written exam 2 X 50			0%
9	Handling learning, emotional and social behavior Utilizing science and technology as a tool to help understand children with attention deficit and hyperactivity	Explains how to deal with the fighting and opposing behavior of children with attention deficit and hyperactivity. Describes how to deal with anger and tantrum temperament in children with attention deficit and hyperactivity. Explains how to deal with children with attention deficit and hyperactivity who have tantrums.	Criteria: Presentation assessment rubric and paper assessment	Structured lectures Giving group assignments Discussion between students 2 X 50			0%

10	Handling learning, emotional and social behavior Utilizing science and technology as a tool to help understand children with attention deficit and hyperactivity	Explains how to deal with the fighting and opposing behavior of children with attention deficit and hyperactivity. Describes how to deal with anger and tantrum temperament in children with attention deficit and hyperactivity. Explains how to deal with children with attention deficit and hyperactivity who have tantrums.	Criteria: Presentation assessment rubric and paper assessment	Structured lectures Giving group assignments Discussion between students 2 X 50			0%
11	Utilizing science and technology as a tool to help understand children with attention deficit and hyperactivity problems. Overcoming the education of children with attention deficit hyperactivity disorders and learning difficulties	Explaining difficulties in the academic field in terms of cognitive, skills and attitudes of children with attention deficit and hyperactivity. Explaining various types of tools to overcome the education of children with attention deficit and hyperactivity.	Criteria: 1.Presentation assessment rubric 2.Paper assessment rubric	Structured lectures Giving group assignments Discussion between students 2 X 50			0%
12	Utilizing science and technology as a tool to help understand children with attention deficit and hyperactivity problems. Overcoming the education of children with attention deficit hyperactivity disorders and learning difficulties	Explaining difficulties in the academic field in terms of cognitive, skills and attitudes of children with attention deficit and hyperactivity. Explaining various types of tools to overcome the education of children with attention deficit and hyperactivity.	Criteria: 1.Presentation assessment rubric 2.Paper assessment rubric	Structured lectures Giving group assignments Discussion between students 2 X 50			0%
13	Understanding children with attention deficit disorder and hyperactivity Understanding how to overcome the communication, emotional and social learning behavior of children with attention deficit hyperactivity disorder and learning difficulties	Explaining strategic forms in learning interventions for learning behavior Explaining strategic forms in learning interventions for communication. Explains strategic forms of learning intervention to control emotions. Explains strategic forms of learning intervention for the social behavior of children with attention deficit and hyperactivity	Criteria: Paper and presentation assessment rubric	Structured lectures and class discussions. 2 X 50			0%

14	Understanding children with attention deficit disorder and hyperactivity Understanding how to overcome the communication, emotional and social learning behavior of children with attention deficit hyperactivity disorder and learning difficulties	Explaining strategic forms in learning interventions for learning behavior Explaining strategic forms in learning interventions for communication. Explains strategic forms of learning intervention to control emotions. Explains strategic forms of learning intervention for the social behavior of children with attention deficit and hyperactivity	Criteria: Paper and presentation assessment rubric	Structured lectures and class discussions. 2 X 50			0%
15	Understanding children with attention deficit disorder and hyperactivity Understanding how to overcome the communication, emotional and social learning behavior of children with attention deficit hyperactivity disorder and learning difficulties	Explaining strategic forms in learning interventions for learning behavior Explaining strategic forms in learning interventions for communication. Explains strategic forms of learning intervention to control emotions. Explains strategic forms of learning intervention for the social behavior of children with attention deficit and hyperactivity	Criteria: Paper and presentation assessment rubric	Structured lectures and class discussions. 2 X 50			0%
16	Summative Exam	Submit assignment results. Written exam results	Criteria: 1-100	Written exam 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.