



**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>																																											
Sensomotor Development	8620202342		T=2	P=0	ECTS=3.18	4	July 18, 2024																																											
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>			<b>Study Program Coordinator</b>																																												
	.....		.....			Dr. H. Pamuji, M.Kes.																																												
<b>Learning model</b>	Project Based Learning																																																	
<b>Program Learning Outcomes (PLO)</b>	PLO study program which is charged to the course																																																	
	Program Objectives (PO)																																																	
	PLO-PO Matrix																																																	
		<table border="1" style="margin: auto;"> <tr> <td style="width: 10%;">P.O</td> <td colspan="16"></td> </tr> </table>						P.O																																										
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	PO Matrix at the end of each learning stage (Sub-PO)																																																	
	<table border="1" style="margin: auto;"> <tr> <td style="width: 5%;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td></td> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>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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	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																																		
<b>Short Course Description</b>	Study and discussion using science and technology regarding the basic concepts of sensomotor development (understanding, definition, goals, objectives, benefits), sensomotor concepts (definitions, processes, aspects), sensomotor characteristics of children with special needs, assessment of sensomotor development, determining appropriate strategies in learning, and practice in preparing sensorimotor development programs for Children with Special Needs. Lectures are carried out using a system of presentations, discussions, project assignments and reflection.																																																	
<b>References</b>	<b>Main :</b>																																																	
	<ol style="list-style-type: none"> <li>1. Berk, LE. 2013. Child Development 9th ed . USA: Pearson Education Inc.</li> <li>2. Fox, SI. 2003. Human Physiology , 8th ed. USA: The McGraw-Hill Company Inc.</li> <li>3. Gargiulo, RM. 2012. Special Education in Contemporary Society : an Introduction to Exceptionality , 4th ed. USA: Sage Publications, Inc.</li> <li>4. Kurttz, LA. 2014. Simple Low-Cost Games and Activities for Sensorimotor Learning: A Source of Ideas for Young Children Including Those with Autism, ADHD, Sensory Processing Disorder, and Other Learning Differences. London: Jessica Kinsley Publishers.</li> <li>5. Mangunsong, F. 2008. Psikologi dan Pendidikan Anak Berkebutuhan Khusus Jilid 1 dan 2 . Depok: LPSP3 UI.</li> <li>6. Santrock, JW. 2008 . Perkembangan Anak Jilid 1 dan 2 , terjemahan edisi 11. Jakarta: Erlangga.</li> <li>7. Squire, L, et al. 2008 . Fundamental Neuroscience , 3rd ed. USA: Elsevier Inc.</li> <li>8. Somantri, S. 2007. Psikologi Anak Luar Biasa. Bandung: PT. Refika Aditama.</li> </ol>																																																	
	<b>Supporters:</b>																																																	
<b>Supporting lecturer</b>	Dra. Hj. Siti Mahmudah, M.Kes. dr. Febrita Ardianingsih, M.Si.																																																	
<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>																																													
<b>(1)</b>	<b>(2)</b>	<b>(3)</b>	<b>(4)</b>	<b>(5)</b>	<b>(6)</b>	<b>(7)</b>	<b>(8)</b>																																											

1	Understand the competencies, descriptions, sequence of material and the importance of sensoromotor development courses	1.Mentions competencies, descriptions, sequence of material for sensoromotor development courses 2.mentioned the importance of sensoromotor development courses for ABK educators	<b>Criteria:</b> Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done	Scientific Collaborative Discussion 2 X 50			0%
2	Understand and know the basic concepts of sensoromotor: meaning, definition, goals, objectives and benefits of sensoromotor development	Explains the definition, goals, objectives and benefits of sensoromotor development	<b>Criteria:</b> Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done	Scientific discussion 2 X 50			0%
3	Understand sensoromotor concepts	1.Explain the definition and process of sensoromotor 2.mentions sensoromotor aspects	<b>Criteria:</b> Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done	Scientific Discussion 2 X 50			0%
4	Understand and discuss the sensoromotor characteristics of children with special needs who are blind, deaf, mentally retarded	Identifying the sensoromotor characteristics of children with visual impairments, hearing impairments, and intellectual disabilities	<b>Criteria:</b> Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done	scientificpresentationdiscussion 2 X 50			0%
5	Know and discuss the characteristics of children with special needs, quadriplegics, autism, children with learning difficulties and ADHD	Explain the sensoromotor characteristics of children with special needs who are disabled, autistic, children with learning difficulties and ADHD	<b>Criteria:</b> Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done	scientificpresentationDiscussion 2 X 50			0%
6	Understand and describe sensoromotor assessments of children who are blind, deaf, and mentally retarded	Make sensoromotor assessments of children who are blind, deaf, and mentally retarded	<b>Criteria:</b> Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done	scientific simulation presentation discussion 2 X 50			0%
7	Understand and describe sensoromotor assessments of children with physical impairments, children with autism, children with learning disabilities and ADHD	make sensoromotor assessments of children with physical impairments, children with autism, children with learning difficulties and ADHD	<b>Criteria:</b> Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done	scientificpresentationdiscussion 2 X 50			0%
8	UTS	understand meeting material 1-7	<b>Criteria:</b> score 1-100	written test 2 X 50			0%
9	Understanding and determining appropriate strategies in learning for blind and deaf children	Discuss appropriate strategies in sensoromotor learning for blind and deaf children	<b>Criteria:</b> 4 marks if the paper is complete, 3 marks if the paper is incomplete, 2 marks if the paper is incomplete	assignments and discussions and questions and answers 2 X 50			0%
10	Understanding and determining appropriate strategies in sensoromotor learning for mild and moderate mentally retarded children	Discuss appropriate strategies in sensoromotor learning for mild and moderate mentally retarded children	<b>Criteria:</b> 4 marks if the paper is complete, 3 marks if the paper is incomplete, 2 marks if the paper is incomplete	discussion, questions and answers and giving assignments 2 X 50			0%
11	Understanding and determining appropriate strategies in learning sensory motor skills for children with physical impairments (polio and cerebral palsy)	Discuss appropriate strategies in learning sensoromotor children with physical impairments (polio and cerebral palsy)	<b>Criteria:</b> 4 marks if the paper is complete, 3 marks if the paper is incomplete, 2 marks if the paper is incomplete	discussion, questions and answers and giving assignments 2 X 50			0%

12	Understanding and determining appropriate strategies in sensorimotor learning for autistic children	Discuss appropriate strategies in sensorimotor learning for autistic children	<b>Criteria:</b> 4 marks if the paper is complete	lecture, question and answer and discussion 2 X 50			0%
13	Understanding and determining appropriate strategies in sensorimotor learning for ADHD children	Discuss appropriate strategies for sensorimotor learning in ADHD children		discussion, questions and answers and giving assignments 2 X 50			0%
14	Know, understand and describe sensorimotor development programs for children with special needs (blind, deaf, mentally retarded)	Explain and implement sensorimotor development programs for children with special needs (blind, deaf and mentally retarded)		questions and answers, lectures and assignments 2 X 50			0%
15	Know, understand and describe sensorimotor development programs for children with special needs (physically disabled, autistic and ADHD)	Explain and implement sensorimotor development programs for children with special needs (physically disabled, autistic and ADHD)		assignment 2 X 50			0%
16							0%

#### Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
		0%

#### 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.