

		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																																
Growth and Development of Children with Special Needs		8620203316			T=3	P=0	ECTS=4.77	1 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																																							
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Short Course Description	Study and discussion using science and technology regarding child growth and development in general and its relation to the occurrence of children with special needs which includes basic principles, characteristics, periods, aspects and factors that influence them; Study and discussion using science and technology regarding aspects of the growth and development of Children with Special Needs; and Application of early detection of child growth and development through direct practice in the field, then making decisions and providing solutions in resolving growth and development problems for children with special needs based on the results of the detection.																																							
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References	Main :																																							
	<ol style="list-style-type: none"> 1. Berk, LE. 2008. Infants and Children 6thed,. USA: Pearson Education Inc. 2. Berk, LE. 2013. Child Development 9th ed. USA: PearsonEducation Inc. 3. Gargiulo, RM. 2012. Special Education in Contemporary Society : an Introductionto Exceptionality , 4th ed. USA: Sage Publications, Inc. 4. Mangunsong, F. 2008. Psikologidan Pendidikan Anak Berkebutuhan Khusus Jilid 1 dan 2. Depok: LPSP3 UI. 5. Narendra MB,dkk. 2008. Tumbuh Kembang Anak dan Remaja Jilid I. Jakarta: CV. Sagung Seto. 6. Santrock, JW. 2008. Perkembangan Anak Jilid 1 dan 2 , terjemahan edisi 11. Jakarta: Erlangga. 7. Somantri, S. 2007. PsikologiAnak Luar Biasa. Bandung: PT. Refika Aditama. 																																							
	Supporters:																																							
Supporting lecturer	Dr. Endang Purbaningrum, M.Kes. dr. Febrita Ardianingsih, M.Si.																																							
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	Mastering knowledge about child growth and development	- Explain the definition and scope of child development - Conclude the importance of child development courses for ABK educators	Criteria: Rubric: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done	- Lecture - Question and answer - Small Group Discussion 3 X 50			0%
2	Mastering knowledge about child growth and development	Explain the concept of child growth and development	Criteria: Rubric: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done	- Lecture - Question and answer - Small Group Discussion 3 X 50			0%
3	Mastering knowledge about child growth and development	- Explaining the growth and development of children during the prenatal period - Explaining the growth and development of children during the Christmas period	Criteria: Rubric: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done	- Lecture - Question and answer - Small Group Discussion 3 X 50			0%
4	Mastering knowledge about child growth and development	- Explain physical growth - Explain motor development - Explain sensory development	Criteria: Rubric: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done	- Lecture - Question and answer - Small Group Discussion 3 X 50			0%
5	Mastering knowledge about child growth and development	Explain cognitive development	Criteria: Rubric: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done	- Lecture - Question and answer - Small Group Discussion 3 X 50			0%
6	Mastering knowledge about child growth and development	Explain language development	Criteria: Rubric: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done	- Lecture - Question and answer - Small Group Discussion 3 X 50			0%
7	Mastering knowledge about child growth and development	Explains mental, social and emotional development	Criteria: Rubric: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done	- Lecture - Question and answer - Small Group Discussion 6 X 50			0%
8							0%
9	UTS	UTS	Criteria: scale 1-100	UTS 3 X 50			0%
10	Mastering obstacles to children's growth and development and their relationship to the incidence of children with special needs	Explain the factors that influence growth and development and their relationship to ABK incidents	Criteria: Rubric: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done	- Presentation - Discussion 3 X 50			0%

11	Mastering obstacles to children's growth and development and their relationship to the incidence of children with special needs	Explain physical, motor and sensory development disorders and their relationship to ABK	Criteria: Rubric: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done	- Presentation - Discussion 3 X 50			0%
12	Mastering obstacles to children's growth and development and their relationship to the incidence of children with special needs	Explaining cognitive development disorders and their relationship to ABK	Criteria: Rubric: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done	- Presentation - Discussion 3 X 50			0%
13	Mastering obstacles to children's growth and development and their relationship to the incidence of children with special needs	Explaining language development disorders and their relationship to ABK	Criteria: Rubric: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done	- Presentation - Discussion 3 X 50			0%
14	Mastering obstacles to children's growth and development and their relationship to the incidence of children with special needs	Explaining mental and social emotional development disorders and their relationship to ABK	Criteria: Rubric: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done	- Presentation - Discussion 3 X 50			0%
15	Mastering obstacles to children's growth and development and their relationship to the incidence of children with special needs	Carry out early detection of growth and development in order to identify crew members	Criteria: Rubric: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done	Field practice 3 X 50			0%
16	UAS	UAS	Criteria: scale 1-100	UAS 3 X 50			0%

Evaluation Percentage Recap: Case Study

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.

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.