



**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>      |               |      |    |    |    |    |    |    |   |  |  |  |  |  |                    |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |
| Information Processing of Children with Special Needs | 8620203190   |                      | T=3                               | P=0  | ECTS=4.77         | 2  | 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>                                 | Case Studies   |                      |                                   |  |                   |  |                              |               |      |    |    |    |    |    |    |   |  |  |  |  |  |                    |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |
| <b>Program Learning Outcomes (PLO)</b>                | PLO study program which is charged to the course   |                      |                                   |  |                   |  |                              |               |      |    |    |    |    |    |    |   |  |  |  |  |  |                    |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |
|   | Program Objectives (PO)  |                      |                                   |  |                   |  |                              |               |      |    |    |    |    |    |    |   |  |  |  |  |  |                    |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |
|   | PLO-PO Matrix  |                      |                                   |  |                   |  |                              |               |      |    |    |    |    |    |    |   |  |  |  |  |  |                    |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |
|   |  | P.O                  |                                   |  |                   |  |                              |               |      |    |    |    |    |    |    |   |  |  |  |  |  |                    |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |
| <b>Short Course Description</b>                       | Study and discussion using science and technology regarding neuroscience related to information processing in general and information processing in ABK, starting from the presence of stimuli, how these stimuli are processed, to the response by each child with special needs as well as field activities in identifying each of their special needs types of crew members related to information processing problems, making decisions and providing solutions.   |                      |                                   |  |                   |  |                              |               |      |    |    |    |    |    |    |   |  |  |  |  |  |                    |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |
|   | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td rowspan="2" style="width: 5%;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 2%;">1</td> <td style="width: 2%;">2</td> <td style="width: 2%;">3</td> <td style="width: 2%;">4</td> <td style="width: 2%;">5</td> <td style="width: 2%;">6</td> <td style="width: 2%;">7</td> <td style="width: 2%;">8</td> <td style="width: 2%;">9</td> <td style="width: 2%;">10</td> <td style="width: 2%;">11</td> <td style="width: 2%;">12</td> <td style="width: 2%;">13</td> <td style="width: 2%;">14</td> <td style="width: 2%;">15</td> <td style="width: 2%;">16</td> </tr> </table>  |                      |                                   |  |                   |  |                              | P.O           | Week |    |    |    |    |    |    |   |  |  |  |  |  |                    |  |  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| P.O   | Week   |                      |                                   |  |                   |  |                              |               |      |    |    |    |    |    |    |   |  |  |  |  |  |                    |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |
|   | 1  | 2                    | 3                                 | 4  | 5                 | 6  | 7                            | 8             | 9    | 10 | 11 | 12 | 13 | 14 | 15 | 16  |  |  |  |  |  |                    |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |
| <b>References</b>                                     | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;"><b>Main :</b></td> <td colspan="6"></td> </tr> <tr> <td></td> <td colspan="6"> <ol style="list-style-type: none"> <li>1. Gargiulo, RM. 2012. Special Education in Contemporary Society : an Introduction to Exceptionality , 4th ed. USA: Sage Publications, Inc.</li> <li>2. Organisation for Economic Cooperation and Development. Understanding The Brain: The Birth of a Learning Science, e-book.</li> <li>3. Sousa, DA. 2016. How The Special Needs Brain Learns , 3rd ed. California: Corwin Press-A Sage Company.</li> <li>4. Squire, L et al. 2008. Fundamental Neuroscience, 3rd ed. USA: Elsevier Inc.</li> </ol> </td> </tr> <tr> <td><b>Supporters:</b></td> <td colspan="6"></td> </tr> </table> |                      |                                   |  |                   |  |                              | <b>Main :</b> |      |    |    |    |    |    |    | <ol style="list-style-type: none"> <li>1. Gargiulo, RM. 2012. Special Education in Contemporary Society : an Introduction to Exceptionality , 4th ed. USA: Sage Publications, Inc.</li> <li>2. Organisation for Economic Cooperation and Development. Understanding The Brain: The Birth of a Learning Science, e-book.</li> <li>3. Sousa, DA. 2016. How The Special Needs Brain Learns , 3rd ed. California: Corwin Press-A Sage Company.</li> <li>4. Squire, L et al. 2008. Fundamental Neuroscience, 3rd ed. USA: Elsevier Inc.</li> </ol> |  |  |  |  |  | <b>Supporters:</b> |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |
| <b>Main :</b>   |  |                      |                                   |  |                   |  |                              |               |      |    |    |    |    |    |    |   |  |  |  |  |  |                    |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |
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| <b>Supporters:</b>                                    |  |                      |                                   |  |                   |  |                              |               |      |    |    |    |    |    |    |   |  |  |  |  |  |                    |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |
| <b>Supporting lecturer</b>                            | 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> |               |      |    |    |    |    |    |    |   |  |  |  |  |  |                    |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |
|   |  | Indicator            | Criteria & Form                   | Offline ( offline )  | Online ( online ) |  |                              |               |      |    |    |    |    |    |    |   |  |  |  |  |  |                    |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |
| (1)   | (2)  | (3)                  | (4)                               | (5)  | (6)               | (7)                                      | (8)                          |               |      |    |    |    |    |    |    |   |  |  |  |  |  |                    |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |

|   |   |  |   |                                    |  |  |    |
|---|---|--|---|------------------------------------|--|--|----|
| 1 | Understand the competencies, descriptions, sequence of information processing course material for children with special needs. Understand the concept of information processing for children with special needs | 1.Mentioning competencies, descriptions, sequences of material for information processing courses for children with special needs<br>2.explain the concept of information processing for children with special needs | <b>Criteria:</b><br>1.Score 4 if done very well,<br>2.Score 3 if done well,<br>3.Score 2 if done sufficiently,<br>4.Score 1 if not done | Scientific Collaborative<br>3 X 50 |  |  | 0% |
| 2 | understand the structure and function of the brain related to learning  | describe the anatomy and function of the brain   | <b>Criteria:</b><br>1.Score 4 if done very well,<br>2.Score 3 if done well,<br>3.Score 2 if done sufficiently,<br>4.Score 1 if not done | scientific<br>3 X 50               |  |  | 0% |
| 3 | understand the structure and function of the brain related to learning  | 1.explains memory related to learning<br>2.differentiate students' brains related to environmental stimuli<br>3.Explain the effect of sleep on memory  | <b>Criteria:</b><br>1.Score 4 if done very well,<br>2.Score 3 if done well,<br>3.Score 2 if done sufficiently,<br>4.Score 1 if not done | satifik<br>3 X 50                  |  |  | 0% |
| 4 | understanding the information processing of ADHD children   | describe the information processing of ADHD children   | <b>Criteria:</b><br>1.Score 4 if done very well,<br>2.Score 3 if done well,<br>3.Score 2 if done sufficiently,<br>4.Score 1 if not done | scientific<br>3 X 50               |  |  | 0% |
| 5 | understanding information processing of children with speech difficulties   | describe the information processing of children with speech difficulties   | <b>Criteria:</b><br>1.Score 4 if done very well,<br>2.Score 3 if done well,<br>3.Score 2 if done sufficiently,<br>4.Score 1 if not done | scientific<br>3 X 50               |  |  | 0% |
| 6 | understanding information processing of children with reading difficulties  | describe the information processing of children with reading difficulties  | <b>Criteria:</b><br>1.Score 4 if done very well,<br>2.Score 3 if done well,<br>3.Score 2 if done sufficiently,<br>4.Score 1 if not done | scientific<br>3 X 50               |  |  | 0% |
| 7 | understanding information processing of children with writing difficulties  | describe the information processing of children with writing difficulties  | <b>Criteria:</b><br>1.Score 4 if done very well,<br>2.Score 3 if done well,<br>3.Score 2 if done sufficiently,<br>4.Score 1 if not done | scientific<br>3 X 50               |  |  | 0% |

|    |  |   |   |                      |  |  |    |
|----|--|---|---|----------------------|--|--|----|
| 8  | understand meeting material 1-7  | explain the material for meetings 1-7   | <b>Criteria:</b><br>1.Score 4 if done very well,<br>2.Score 3 if done well,<br>3.Score 2 if done sufficiently,<br>4.Score 1 if not done | UTS<br>3 X 50        |  |  | 0% |
| 9  | understanding the information processing of children with numeracy difficulties              | describe the information processing of children with numeracy difficulties              | <b>Criteria:</b><br>1.Score 4 if done very well,<br>2.Score 3 if done well,<br>3.Score 2 if done sufficiently,<br>4.Score 1 if not done | scientific<br>3 X 50 |  |  | 0% |
| 10 | understanding the information processing of children with emotional and behavioral disorders | describe the information processing of children with emotional and behavioral disorders | <b>Criteria:</b><br>1.Score 4 if done very well,<br>2.Score 3 if done well,<br>3.Score 2 if done sufficiently,<br>4.Score 1 if not done | scientific<br>3 X 50 |  |  | 0% |
| 11 | understanding information processing of children on the autism spectrum                      | describe the information processing of children on the autism spectrum                  | <b>Criteria:</b><br>1.Score 4 if done very well,<br>2.Score 3 if done well,<br>3.Score 2 if done sufficiently,<br>4.Score 1 if not done | scientific<br>3 X 50 |  |  | 0% |
| 12 | understand information processing of blind children  | describe the information processing of blind children                                   | <b>Criteria:</b><br>1.Score 4 if done very well,<br>2.Score 3 if done well,<br>3.Score 2 if done sufficiently,<br>4.Score 1 if not done | scientific<br>3 X 50 |  |  | 0% |
| 13 | understand deaf children's information processing  | describe the information processing of deaf children                                    | <b>Criteria:</b><br>1.Score 4 if done very well,<br>2.Score 3 if done well,<br>3.Score 2 if done sufficiently,<br>4.Score 1 if not done | scientific<br>3 X 50 |  |  | 0% |
| 14 | understand the information processing of mentally retarded children                          | describe information processing of mentally retarded children                           | <b>Criteria:</b><br>1.Score 4 if done very well,<br>2.Score 3 if done well,<br>3.Score 2 if done sufficiently,<br>4.Score 1 if not done | scientific<br>3 X 50 |  |  | 0% |
| 15 | understand the information processing of children with physical impairments                  | describe the information processing of children with physical impairments               | <b>Criteria:</b><br>1.Score 4 if done very well,<br>2.Score 3 if done well,<br>3.Score 2 if done sufficiently,<br>4.Score 1 if not done | scientific<br>3 X 50 |  |  | 0% |
| 16 |  |   |   |                      |  |  | 0% |

**Evaluation Percentage Recap: Case Study**

| No | Evaluation | Percentage |
|----|------------|------------|
|----|------------|------------|

## 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.