



**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>																																
Intervention for Children with Learning Difficulties	8620204082		T=4	P=0	ECTS=6.36	6	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																																						
		P.O																																					
<b>Short Course Description</b>	PO Matrix at the end of each learning stage (Sub-PO)																																						
		<table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <tr> <td rowspan="2" style="padding: 5px;">P.O</td> <td colspan="16" style="text-align: center; padding: 5px;">Week</td> </tr> <tr> <td style="padding: 5px;">1</td> <td style="padding: 5px;">2</td> <td style="padding: 5px;">3</td> <td style="padding: 5px;">4</td> <td style="padding: 5px;">5</td> <td style="padding: 5px;">6</td> <td style="padding: 5px;">7</td> <td style="padding: 5px;">8</td> <td style="padding: 5px;">9</td> <td style="padding: 5px;">10</td> <td style="padding: 5px;">11</td> <td style="padding: 5px;">12</td> <td style="padding: 5px;">13</td> <td style="padding: 5px;">14</td> <td style="padding: 5px;">15</td> <td style="padding: 5px;">16</td> </tr> </table>						P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
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<b>References</b>	<p><b>Main :</b></p> <ol style="list-style-type: none"> <li>1. Indiana Department Of Education. 2017. <i>Dyslexia, Dysgraphia, Dyscalculia</i> . [Online]. Tersedia di <a href="https://www.doe.in.gov/sites/default/files/specialed/dyslexia-dysgraphia-dyscalculia.pdf">https://www.doe.in.gov/sites/default/files/specialed/dyslexia-dysgraphia-dyscalculia.pdf</a>.</li> <li>2. International Dyslexia Association. <i>Dyslexia</i>.</li> <li>3. Kelly, Kate. 2014. <i>8 Tools for Kids With Dysgraphia</i> . Tersedia di <a href="https://www.understood.org/en">https://www.understood.org/en</a>.</li> <li>4. Kelly, Kate. 2014. <i>The Difference Between Dysgraphia and Dyslexia</i> . [Online]. Tersedia di <a href="https://www.understood.org/en">https://www.understood.org/en</a>.</li> <li>5. Knoblauch, Lindsay. 2008. <i>How to Assist a Student with Dysgraphia in the Classroom</i> [Online]. Tersedia di <a href="http://www.help4mychild.org/disorder-guides/Dysgraphia/Dysgraphia%20handout.pdf">http://www.help4mychild.org/disorder-guides/Dysgraphia/Dysgraphia handout.pdf</a>.</li> <li>6. Lapkin, Emily. 2014. <i>Skills That Can Be Affected by Dyslexia</i> . [Online]. Tersedia di <a href="https://www.understood.org/en">https://www.understood.org/en</a>.</li> <li>7. Macintyre, C. and Deponio, P. 2003. <i>Identifying and Supporting Children with Specific Learning Difficulties: Looking Beyond the Label to Assess the Whole Child</i> . London: RoutledgeFalmer.</li> <li>8. Ministry of Education of British Columbia. 2011. <i>Supporting Students with Learning Disabilities A Guide for Teachers</i> . British Columbia: Ministry of Education of British Columbia</li> <li>9. Morin, Amanda. 2014. <i>Classroom Accomodations for Dysgraphia</i> . [Online]. Tersedia di <a href="https://www.understood.org/en">https://www.understood.org/en</a>.</li> <li>10. Morin, Amanda. 2014. <i>Classroom Accomodations for Dyslexia</i> . [Online]. Tersedia di <a href="https://www.understood.org/en">https://www.understood.org/en</a>.</li> <li>11. Patino, Erica. 2016. <i>Skills That Can Be Affected by Dysgraphia</i> . [Online]. Tersedia di <a href="https://www.understood.org/en">https://www.understood.org/en</a>.</li> </ol>																																						

	<b>Supporters:</b>						
<b>Supporting lecturer</b>	Dr. Asri Wijastuti, M.Pd. Ima Kurrotun Ainin, S.Pd., 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 competencies, descriptions, course materials for Intervention for Children with Learning Difficulties	Mentions competencies, descriptions, sequence of material for Introduction to Intervention courses for children with learning difficulties		Collaborative Scientific 4 X 50			0%
2	· Understand the nature of intervention for children with learning difficulties. · Understand the scope of intervention for children with learning difficulties	1. Explain the nature of intervention for children with learning difficulties 2. Describe the scope of the study for interventions for children with learning difficulties		collaborative scientific 4 X 50			0%
3	Reconstructing teaching strategies for children with reading difficulties (Phonological processing problems)	Arranging the sequence of intervention materials for children who have difficulty learning to read (Phonological processing problems)		Inquiry and contextual learning 4 X 50			0%
4	Strategies for teaching students who have difficulty speaking Strategies for teaching students who have difficulty writing (language processing problems)	Students can determine and organize materials and strategies for teaching students who have difficulty speaking. Students can develop and determine strategies for teaching students who experience difficulties in writing (language processing problems)		Problem-based learning, hands-on learning 4 X 50			0%

5	<p>Students understand the concept of preparing special intervention materials for children who have difficulty learning to read comprehensively, including reading fluency, matching reading, reciprocal reading, mapping and grouping, reading graphic symbols and pictures. Students understand the concept of preparing intervention materials for children with numeracy difficulties related to the material: the concept of numbers and numbers, understanding math story problems, understanding table information, clocks and instruments related to numbers and numbers</p>	<p>1.ability to compose/design special intervention materials for children who have difficulty learning to read comprehensively, including reading fluency, matching reading, reciprocal reading, mapping and grouping, reading graphic symbols and pictures 2.Student competency in compiling and designing intervention materials for children with numeracy difficulties related to material: the concept of numbers and numbers, understanding math story problems, understanding table information, clocks and instruments related to numbers and numbers</p>		<p>problem-based learning model and application of solutions to problems through the preparation of programs that are appropriate to the conditions experienced by students with learning difficulties 4 X 50</p>			0%
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9	<p>Students understand the problem of phonological processing in children with learning difficulties. Students understand the difficulties in embedding concepts, including memories difficulties. Students understand the problems of visual-spatial perception errors experienced by students with learning difficulties.</p>	<ol style="list-style-type: none"> <li>1. Students can design teaching strategies for students who experience phonological processing problems in children with learning difficulties</li> <li>2. Students can design teaching strategies for students who experience difficulties in cultivating concepts, including memories difficulties</li> <li>3. Students can design teaching strategies for students who have difficulty understanding the problems of visual-spatial perception errors experienced by students with learning difficulties.</li> </ol>		4 X 50 problem-based learning strategy		0%
10	<p>Students understand the problem of phonological processing in children with learning difficulties. Students understand the difficulties in embedding concepts, including memories difficulties. Students understand the problems of visual-spatial perception errors experienced by students with learning difficulties.</p>	<ol style="list-style-type: none"> <li>1. Students can design teaching strategies for students who experience phonological processing problems in children with learning difficulties</li> <li>2. Students can design teaching strategies for students who experience difficulties in cultivating concepts, including memories difficulties</li> <li>3. Students can design teaching strategies for students who have difficulty understanding the problems of visual-spatial perception errors experienced by students with learning difficulties.</li> </ol>		4 X 50 problem-based learning strategy		0%

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13	Students understand the problem of phonological processing in children with learning difficulties. Students understand the difficulties in embedding concepts, including memories difficulties. Students understand the problems of visual-spatial perception errors experienced by students with learning difficulties.	1.Students can design teaching strategies for students who experience phonological processing problems in children with learning difficulties 2.Students can design teaching strategies for students who experience difficulties in cultivating concepts, including memories difficulties 3.Students can design teaching strategies for students who have difficulty understanding the problems of visual-spatial perception errors experienced by students with learning difficulties.		4 X 50 problem-based learning strategy			0%
14							0%
15							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.

