

Universitas Negeri Surabaya Faculty of Education, Special Education Undergraduate Study Program

Document Code

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SEMESTER LEARNING PLAN

Courses			CODE	Course Fa	mily	Credit Wei	ght	SEMESTER	Compilation Date
Intervention for Children with Learning Difficulties			3620204082			T=4 P=0	ECTS=6.36	6	July 18, 2024
AUTHORIZAT		5	SP Developer		Cours	se Cluster C	oordinator	Study Program Coordinator	
								Dr. H. Par	nuji, M.Kes.
Learning model	Project Based Le	earning							
Program	PLO study prog	gram wh	ich is charged to t	he course					
Learning Outcomes	Program Object	tives (PC							
(PLO)	PLO-PO Matrix	-	-						
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	PO Matrix at the	e end of	each learning stag	ge (Sub-PO)					
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Course Description	using various tecl characteristics of difficulties will vari appropriate interv	hniques a children ry. By att rentions a et is that	in handling (teaching and strategies. Stude with learning difficu ending this lecture, ccording to the need students have the pro	ents are also expect ilties, which are ve it is hoped that stud Is of children with le	ed to b ry dive dents w arning (e able to de rse, where t vill be able to difficulties, bo	termine intervine he conditions to have the rigoth in formal	ventions that s of one child ght understand and non-forma	uit the specia with learning ding regarding I channels, so
References	Main :								
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Support							
Week-	Final abilities of each learning stage	Evaluat	ion	Lear Studer	Ip Learning, ning methods, nt Assignments, stimated time]	Learning materials	Assessment Weight (%)
	(Sub-PO)	Indicator	licator Criteria & Form		Offline (Online (online) offline)		
(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	 Explain the nature of intervention for children with learning difficulties 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 (lagguage 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 (lagguage processing problems)		Problem- based learning, hands-on learning 4 X 50			0%

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7	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, understanding math story problems, understanding table information, clocks and instruments related to numbers and numbers	 ability to compose/design special intervention materials for children who have difficulty learning to read comprehensively, including reading fluency, matching reading, mapping and grouping, reading graphic symbols and pictures Student competency in compiling and designing intervention materials for children with numeracy difficulties related to material: the concept of numbers, understanding math story problems, understanding table information, clocks and instruments related to numbers and numbers 		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		0%
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9	Students	1.Students can			1		0%
	understand the	design teaching		4 X 50	1		
	problem of		1	problem-	1		
	phonological	strategies for	1	based	1		
	processing in	students who		learning	1		
	children with	experience	1		1		
	learning difficulties.	phonological		strategy			
	Students	processing	1		1		
	understand the	problems in					
	difficulties in						
	embedding	children with					
	concepts, including	learning					
	memories difficulties.	difficulties					
	Students	2.Students can					
	understand the	design teaching					
	problems of visual-						
	spatial perception	strategies for					
	errors experienced	students who					
	by students with	experience					
	learning difficulties.	difficulties in					
	learning amounces.	cultivating					
		concepts,					
		including					
		memories					
		difficulties					
		3.Students can					
			1		1		
		design teaching					
		strategies for					
		students who	1		1		
		have difficulty					
		understanding	1		1		
		the problems of	1		1		
		visual-spacial					
		perception errors					
		experienced by					
		students with					
		learning					
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10	Students	1 cm 1					004
10	Students	1.Students can					0%
10	understand the	1.Students can design teaching		4 X 50			0%
10	understand the problem of			problem-			0%
10	understand the problem of phonological	design teaching strategies for		problem- based			0%
10	understand the problem of phonological processing in	design teaching strategies for students who		problem-			0%
10	understand the problem of phonological processing in children with	design teaching strategies for students who experience		problem- based learning			0%
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11	Students	1.Students can					0%
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	phonological	strategies for	1		1		
	processing in	students who		based			
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	learning difficulties.	phonological	1	strategy			
	Students	1 0		0,			
	understand the	processing					
	difficulties in	problems in					
	embedding	children with					
	concepts, including	learning					
	memories						
	difficulties.	difficulties					
	Students	2.Students can					
	understand the	design teaching					
	problems of visual-	strategies for					
	spatial perception	5					
	errors experienced	students who					
	by students with	experience					
	learning difficulties.	difficulties in					
	5	cultivating					
		•					
		concepts,					
		including					
		memories	1				
		difficulties					
		3.Students can					
		design teaching					
		strategies for					
		students who					
		have difficulty					
		understanding	1				
		the problems of	1				
		visual-spacial					
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12	Students	1 Students con					0%
12	understand the	1.Students can	1	4 X 50			070
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	phonological	strategies for		problem-			
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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.	 Students can design teaching strategies for students who experience phonological processing problems in children with learning difficulties Students can design teaching strategies for students who experience difficulties in cultivating concepts, including memories difficulties Students can design teaching strategies for students can design teaching strategies for students who have difficulty understanding the problems of visual-spacial perception errors experienced by students with 	4 X 50 problem- based learning strategy		0%
		students with learning difficulties.			
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.
- 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.
- 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.
- 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.