					Document Code
	Universitas Negeri Surabaya **Faculty of Education,** **Special Education Undergraduate Study Program**				

SEMESTER LEARNING PLAN

Courses		CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
LEARNING FOR CHILDREN WITH LEARNING DIFFICULTIES		8620202377	Children with Learning Difficulties	T=1	P=1	ECTS=3.18	4	July 17, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
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Learning model	**Project Based Learning**

Program Learning Outcomes (PLO)	**PLO study program that is charged to the course**	
	PLO-10	Designs special education curriculum and service programs.
	PLO-14	Mastering the basics of designing, implementing, assessing services for GDPK
	Program Objectives (PO)	
	PO - 1	Able to provide special services for PDBK
	PLO-PO Matrix	

P.O	PLO-10	PLO-14
PO-1		

PO Matrix at the end of each learning stage (Sub-PO)

P.O	Week															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
PO-1																

Short Course Description	This course examines: basic principles of learning difficulties due to motoric, kinesthetic-tactile, sensory, perception, lateralization, or concentration-attention coordination barriers, prototype curriculum analysis, individual learning design for children with academic learning difficulties, aspects related to learning calistung, description of children who experience specific learning difficulties, development of learning programs for children with specific learning difficulties, implementation of learning programs for children with specific learning difficulties. Basic concepts of learning for children with general learning difficulties: understanding, definition, learning principles and principles of learning, learning models, learning strategies, academic and non-academic learning programs, implementation of learning models and learning strategies for children with learning disabilities, programs VAKT learning, curriculum analysis, preparation and implementation of learning programs in elementary schools through field study project activities and case studies. Application of assistive technology in learning reading, writing and mathematics for children with learning difficulties

References	**Main :**

1. Ashmen, Andrian dan Elkins.John. 1994. Educating Children With Special Needs. New York: Prentice
2. HallGaerhart, R.B. 1993. Learning Disablilities. Saint Louis: The CV Mosby Company
3. Greenspan J. Stanley & Wiede Serena. 2000. The Child with Special Needs. Massachusetts: A MerloydLawrence Book
4. Kirk A. Samuel & Kirk D. Winifred. 1983. Psycholinguistics Learning Diabilities : Diagnosis andRemmediation. Urbana: University of Illinois Press
5. Lovitt C. Thomas. 1989. Learning Disabilities. Massacusetts: Allyn and Bacon
6. Mercer & Mercer. 1995. Teaching Students with Learning Problems. Columbus: Merrill Publishing Company
7. McLouglin A James & Lewis B. Rena. 1989. Assessing Special Students. Columbus: Merrill PublishingCompany
8. O'Brain Tim & Benton Peter. 2000. Special Needs and the Beginning Teacher. New York: Continum
9. Polloway A. Edward & Patton R. James. 1999. Strategies for Teaching Learners wit Special Needs. NewYork: Merrill an imprint of Macmillan Publishing Company
10. . Slavin, R. E. 2009. Educational psychology: Theory and practice. Upper Saddle River, New Jersey: PearsonEducation, Inc
11. . Westwood Peter. 1993. Commonsense Methods for Children with Special Needs. New York: Routledge
12. . Winebrenner. Susan. 1996. Teaching Kids with Learning Difficulties in the Regular Classroom.Minneapolis: Frre Spirit Publishing Inc

	Supporters:

1. Referensi artikel dan buku lain baik dari internet maupun non digital, https://youtu.be/_3ONz6TaKIk, https://youtu.be/1W7bfX8JkxA

	Supporting lecturer	Dr. Asri Wijiastuti, M.Pd. Ni Made Marlin Minarsih, 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	Understanding the basic concepts of learning for children with learning difficulties: understanding, definition, principles and principles of learning	Mentioning competencies, descriptions, sequences of learning subject material for children with learning difficulties	**Criteria:** 4: mention and explain 4 CP correctly3: only mention and explain correctly 3 CP2: mention and explain correctly 2 CP1: mention and explain 1 CP0: do not answer **Form of Assessment** : Participatory Activities	Expository Discussion 2 X 50		**Material:** Understanding, definitions, principles and principles of AKB learning Main library, internet, references/other sources both digital and non-digital **Library:** *Ashmen, Andrian and Elkins.John. 1994. Educating Children With Special Needs. New York: Prentice*	3%
2	Understanding the basic concepts of learning for children with learning difficulties: understanding, definition, principles and principles of learning	Describe the nature of learning difficulties. Describe the scope of learning for children with learning difficulties	**Criteria:** 1.4: The written paper is close to the same or 10 pages, and describes the nature of learning difficulties and the scope of education for children with learning difficulties 2.3: the writing is generally correct, only one aspect is explained incorrectly 2: the writing only contains two correct aspects. 3.1: writing in general does not answer commands. **Form of Assessment** : Portfolio Assessment	Project Based Learning 2 X 50		**Material:** Understanding, definitions, principles and principles of AKB learning. **Library:** *HallGaerhart, RB 1993. Learning Disabilities. Saint Louis: The CV Mosby Company*	3%
3	Understand and apply learning models, learning strategies, academic and non-academic learning programs for children with learning difficulties	Formulate learning strategies for children with general and specific learning difficulties	**Criteria:** 1.4: the writing is close to the same or 200 words, 10 pages, and describes the results of a review of 3 cases of reading and writing difficulties from 5 articles. 3: the writing is generally correct, only one aspect is explained incorrectly 2: the writing only contains two correct aspects. 2.1: writing in general does not answer commands. **Form of Assessment** : Participatory Activities, Portfolio Assessment	Case Study 2 X 50		**Material:** Learning models, phonological awareness learning strategies, academic and non-academic learning programs for children with learning difficulties. **Reference:** *Polloway A. Edward & Patton R. James. 1999. Strategies for Teaching Learners with Special Needs. New York: Merrill an imprint of Macmillan Publishing Company*	3%

			Criteria				
4	Identifying differentiation learning strategies for dyslexic children in inclusion classes	Demonstrate an individual approach in inclusion classes for children with specific learning difficulties	**Criteria:** 1.4: correct content and placement; 2.3: correct content, there is a placement error, OR correct placement, incorrect content 2: partially correct content, and partially correct placement 3.1: partially correct and incorrect placement OR correct placement and incorrect content. **Form of Assessment** : Participatory Activities	Inquiry 2 X 50		**Material:** Individual approach to AKB **Reference:** *HallGaerhart, RB 1993. Learning Disabilities. Saint Louis: The CV Mosby Company*	3%
5	Applying individual learning strategies for children with specific learning difficulties	Formulate individual learning plans for children with specific learning difficulties in inclusion classes	**Criteria:** 1.4: fill in the child's profile report and individual learning planning correctly, coherently 2.3: the contents of the child profile report and individual learning planning are correct, not coherent/coherent, 2: the contents are partly incorrect, not coherent/coherent 1: the contents are incorrect **Form of Assessment** : Project Results Assessment / Product Assessment	Project Based Learning 2 X 50		**Material:** making learning plans for children **Library:** *Kirk A. Samuel & Kirk D. Winifred. 1983. Psycholinguistics Learning Diabilities: Diagnosis and Remedy. Urbana: University of Illinois Press*	10%
6	Describe strategies for improving the thinking skills of children with learning difficulties	Demonstrates the principles of metacognitive strategies	**Criteria:** 1.4: say completely and explain correctly 2.3: mention incomplete and explain correctly 2: mention partial and explain correctly 3.1: mention some and explain wrong **Form of Assessment** : Participatory Activities	Discussion Inquiry 2 X 50		**Material:** principles of metacognition **Reader:** *Ashmen, Andrian and Elkins.John. 1994. Educating Children With Special Needs. New York: Prentice*	3%
7	Charting learning strategies improves memory skills for children with learning difficulties	1. Compile a strategy chart for AKB memory skills 2. Presenting a chart of IMR memory skills in the Fryer model concept map	**Criteria:** 4: The essay describes the case of AKB's ability to remember, coherently, and relevant sources. 3: The essay matches the case of AKB's ability to remember, coherently, less relevant sources. 2: The essay does not describe the case of AKB's ability to remember. 1: The essay does not match the content and references. **Form of Assessment** : Participatory Activities	Case Study 2 X 50		**Material:** Children's skills strategies **Reader:** *Lovitt C. Thomas. 1989. Learning Disabilities. Massachusetts: Allyn and Bacon*	3%
8	Final ability in encounters 1-7	Confluence indicators 1-7	**Criteria:** Attached **Form of Assessment** : Test	Midterm Exam 2 X 50		**Material:** UTS **Reader:** *Ashmen, Andrian and Elkins.John. 1994. Educating Children With Special Needs. New York: Prentice*	20%

9	Analyzing reading comprehension learning strategies for dyslexic children	1. Explaining strategies for learning reading comprehension for children with dyslexia 2. Distinguish between bottom up and top down models	**Criteria:** 1.4: Complete report covers problems, content and program implementation 3: Report only describes problems and content, while program implementation is unclear 2.2: The report only describes the problem while the content and implementation of the program is unclear 1: The report does not match the problem, content or implementation of the program **Form of Assessment** : Participatory Activities	Problem Based Learning 2 X 50		**Material:** reading comprehension **Bibliography:** *Mercer & Mercer. 1995. Teaching Students with Learning Problems. Columbus: Merrill Publishing Company*	5%
10	Applying reading learning methods for dyslexic children	1. Developing a reading learning plan for children with learning difficulties using the phonic model 2. Analyzing the content, process and products of phonic model reading learning for dyslexic children	**Criteria:** 1.4: correct according to theoretical and empirical, 2.3: theoretically correct, empirically partly incorrect; OR theoretical is partly wrong, empirical is true: theoretical is partly false, and empirical is partly false 3.1: theoretical is wrong, empirical is wrong **Form of Assessment** : Participatory Activities	Project model 2 X 50		**Material:** Dyslexic reading method **Bibliography:** *O'Brain Tim & Benton Peter. 2000. Special Needs and the Beginning Teacher. New York: Continuum*	5%
11	Applying writing strategies for dyslexic children	Teaching the basics of learning to write to children with dyslexia. Analyzing the pre-writing of children with dyslexia	**Criteria:** 1.4: contents are complete and correct, coherent/coherent 2.3: the content is incomplete, the explanation is correct, not coherent/coherent 3.2: the content is incomplete, the explanation is partly incorrect, not coherent/coherent 4.1: content, explanation, sequence is wrong **Form of Assessment** : Participatory Activities	Case Study 2 X 50		**Material:** writing strategies **Bibliography:** *Polloway A. Edward & Patton R. James. 1999. Strategies for Teaching Learners with Special Needs. New York: Merrill an imprint of Macmillan Publishing Company*	5%
12	Applying fine and gross motor learning strategies for children with learning difficulties in inclusion classes	1. Describes fine and gross motoric learning strategies for children with learning difficulties in inclusion classes 2. Analyzing the management of the learning environment for children with motor difficulties	**Criteria:** 1.4: contents are complete and correct, coherent/coherent 2.3: the content is incomplete, the explanation is correct, it is not coherent/coherent 2: the content is incomplete, the explanation is partly incorrect, it is not coherent/coherent 3.1: content, explanation, sequence is wrong **Form of Assessment** : Participatory Activities	• Simulation • Case study • Reflection 2 X 50		**Material:** AKB motor learning strategies **Reference:** . *Westwood Peter. 1993. Commonsense Methods for Children with Special Needs. New York: Routledge*	5%

13	Applying strategies for differentiation of material content and mathematical processes for children with dyscalculia	1. Explain the basics of differentiation of material content and process 2. Analyzing key components of content accommodation and mathematical processes in children with dyscalculia	**Criteria:** 1.4: contents are complete and correct, coherent/coherent 2.3: the content is incomplete, the explanation is correct, it is not coherent/coherent 2: the content is incomplete, the explanation is partly incorrect, it is not coherent/coherent 3.1: content, explanation, sequence is wrong **Form of Assessment** : Participatory Activities	Independent assignment to create a 2 X 50 project-based learning program		**Material:** Differentiation strategy **Reference:** *Lovitt C. Thomas. 1989. Learning Disabilities. Massachusetts: Allyn and Bacon*	5%
14	Implementing mathematics learning strategies assisted by assistive technology for children with learning difficulties in inclusion classes	Explain the basics of assistive technology. Analyze the key components of assistive technology in AKB mathematics learning	**Criteria:** 1.4: contents are complete and correct, coherent/coherent 2.3: the content is incomplete, the explanation is correct, it is not coherent/coherent 2: the content is incomplete, the explanation is partly incorrect, it is not coherent/coherent 3.1: content, explanation, sequence is wrong **Form of Assessment** : Participatory Activities	Case study, Reflection 2 X 50		**Material:** assistive technology **Bibliography:** *O'Brain Tim & Benton Peter. 2000. Special Needs and the Beginning Teacher. New York: Continuum*	15%
15	Applying modifications to the basics of assistive technology in mathematics learning for children with learning difficulties	Explaining the modification of the basics of assistive technology in mathematics learning for children with learning difficulties	**Criteria:** 4: practice according to the content, coherent/coherent 3: practice according to the content is correct, not coherent/coherent 2: practice conforming to the content is partly wrong, not coherent/coherent, 1: practice is not in accordance with the content **Form of Assessment** : Participatory Activities	Scientific 2 X 50		**Material:** assistive technology **Reference:** . *Winebrenner. Susan. 1996. Teaching Kids with Learning Difficulties in the Regular Classroom. Minneapolis: Frre Spirit Publishing Inc*	7%
16	End encounter abilities 1-15	Confluence indicator 1 -15	**Criteria:** Attached **Form of Assessment** : Project Results Assessment / Product Assessment	Semester 2 Final Exam X 50		**Material:** UAS **Bibliography:** *O'Brain Tim & Benton Peter. 2000. Special Needs and the Beginning Teacher. New York: Continuum*	5%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	60.5%
2.	Project Results Assessment / Product Assessment	15%
3.	Portfolio Assessment	4.5%
4.	Test	20%
		100%

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.