



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																																																				
SENSORIES AND BEHAVIOR OF CHILDREN WITH LEARNING DIFFICULTIES	8620202382		T=1 P=1 ECTS=3.18	5	July 17, 2024																																																				
AUTHORIZATION	SP Developer		Course Cluster Coordinator	Study Program Coordinator																																																					
	Ima Kurrotun Ainin, M.Pd., Ni Made Marlin Minarsih, S.Pd., M.Pd.		Ima Kurrotun Ainin, M.Pd.	Dr. H. Pamuji, M.Kes.																																																					
Learning model	Case Studies																																																								
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																																								
	PLO-11	Skilled in providing academic services and special needs programs for PDBK																																																							
	PLO-14	Mastering the basics of designing, implementing, assessing services for GDPK																																																							
	Program Objectives (PO)																																																								
	PO - 1	Utilizing science and technology as a media and tool in compiling and determining appropriate sensory and behavioral material for students with learning difficulties in accordance with the students' conditions and characteristics · Mastering the basics of theory related to the sensors and behavior of children with learning difficulties while also being able to detail the specific conditions of the participants students have learning difficulties. Make strategic decisions in dealing with phenomena and mathematical problems experienced by students with learning difficulties in accordance with the theoretical basics of sensory and behavior of children with learning difficulties. · Responsible for planning and developing sensory and behavioral materials designed to adapt to the special conditions of children with learning disabilities in an innovative, creative and professional manner.																																																							
	PLO-PO Matrix																																																								
	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">P.O</td> <td style="text-align: center;">PLO-11</td> <td style="text-align: center;">PLO-14</td> <td colspan="3"></td> </tr> <tr> <td style="text-align: center;">PO-1</td> <td></td> <td></td> <td colspan="3"></td> </tr> </table>					P.O	PLO-11	PLO-14				PO-1																																													
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PO-1																																																									
PO Matrix at the end of each learning stage (Sub-PO)																																																									
	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td></td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;">5</td> <td style="text-align: center;">6</td> <td style="text-align: center;">7</td> <td style="text-align: center;">8</td> <td style="text-align: center;">9</td> <td style="text-align: center;">10</td> <td style="text-align: center;">11</td> <td style="text-align: center;">12</td> <td style="text-align: center;">13</td> <td style="text-align: center;">14</td> <td style="text-align: center;">15</td> <td style="text-align: center;">16</td> </tr> <tr> <td style="text-align: center;">PO-1</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>					P.O	Week																	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1																	
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Short Course Description	To be able to take the sensory and behavioral studies of children with learning difficulties, students must first complete the prerequisite courses, namely the Education course for children with learning difficulties. This course is a continuing series that equips students with knowledge and skills in handling (teaching) children with specific learning difficulties in schools, including inclusive schools, using various techniques and strategies. Students are also expected to be able to determine interventions that suit the special characteristics of children with learning difficulties, which are very diverse, where the conditions of one child with learning difficulties will be different. By attending this lecture, it is hoped that students will be able to have the right understanding regarding children's sensory and behavior that is appropriate to the needs of children with learning difficulties, both in formal and non-formal channels, so that the final target of students is to be able to provide appropriate compensatory services for participants. students have learning difficulties.																																																								
References	Main :																																																								
	<ol style="list-style-type: none"> 1. Baumer, Bernice H. 1996. How to Teach Your Dyslexic Child to Read . New York: Kensington Publishing Group 2. Blake, Kevin T. 2014. Dysgraphia in the Classroom . [Online]. Tersedia di http://drkevintblake.com/wp-content/uploads/2015/01/2014-ccc-dysgraphia.pdf. 3. CALL Scotland. 2017. Android Apps for Learners with Dyslexia/ Reading and Writing Difficulties . http://callscotland.org.uk/. 4. Dyslexia Scotland. 2017. Strategies for 8-12 years . [Online]. Tersedia di https://unwrapped.dyslexiascotland.org.uk/info-and-support/strategies-for-812-years. 5. Eckerd, Maria. 2017. Dysgraphia: An Overview . [Online]. Tersedia di http://www.smartkidswithld.org/first-steps/what-are-learning-disabilities/dysgraphia-an-overview/. 6. Farrel, Michael. 2006. The Effective Teacher's Guide to Dyslexia and Other Specific Learning Difficulties . New York: Routledge 7. Hargreaves, Helen.2009. A Handbook on Learning Disabilities . Ontario: Ontario's Ministry of Children and Youth Services 8. Harwell, Joan M& Jackson, Rebecca Williams. 2008. The Complete Learning Disabilities Handbook: Ready to use Strategies & Activities for teaching students with learning disabilities . San Fransisco: Jossey-Bass 9. Harwell, Joan M. 1995. Ready to use: Information & Materials for Assessing Spesific Learning Disabilities, Complete Learning Disabilities Resource Library Vol 1 . West Nyack, New Yok: the Center For Applied Research in Education 10. . Hawke, Jesse L. Hawke, et al. 2009. Gender ratios for reading difficulties . Dyslexia. 2009 August ; 15(3): 239–242. doi:10.1002/dys.389. NIH Public 11. Brooks, Robert. 2018. Helping Your Child with Language-Based Learning Disabilities. Oakland Canada: New Harbinger Publications, Inc. 																																																								
	Supporters:																																																								
Supporting lecturer	Ima Kurrotun Ainin, S.Pd., 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	Understand the competencies, descriptions, sensory and behavioral course material for Children with Learning Difficulties	Mentions competencies, descriptions, sequences of sensory and behavioral course material for children with learning difficulties	Criteria: 2: able to say completely, 1: able to say but incomplete 0: unable to say Form of Assessment : Participatory Activities	Collaborative Scientific 2 X 50		Material: mentioning the sequence of children with learning difficulties. Reference: <i>Baumer, Bernice H. 1996. How to Teach Your Dyslexic Child to Read. New York: Kensington Publishing Group</i>	5%
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	Criteria: 2: able to say completely, 1: able to say but incomplete 0: unable to say Form of Assessment : Participatory Activities	collaborative scientific 2 X 50		Material: explaining the nature of children with learning difficulties. Reference: <i>Blake, Kevin T. 2014. Dysgraphia in the Classroom. [On line]. Available at http://drkevintblake.com/...</i>	5%
3	Reconstructing teaching strategies for children with reading difficulties (Phonological processing problems)	Carry out an analysis of reading and understanding difficulties. Intervention for children with difficulty learning to read (Phonological processing problems)	Criteria: Score 5: Very Good Score 4: Good Score 3: Fair Score 2: Poor Score 1: Very Poor Form of Assessment : Participatory Activities	Problem-based learning, hands-on learning 2 X 50		Material: Understanding learning strategies for reading difficulties References: <i>Brooks, Robert. 2018. Helping Your Child with Language-Based Learning Disabilities. Oakland Canada: New Harbinger Publications, Inc.</i>	5%
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)	Criteria: 2: able to say completely, 1: able to say but incomplete 0: unable to say Form of Assessment : Participatory Activities	Problem-based learning, hands-on learning 2 X 50		Material: mentioning strategies for writing difficulties. References: <i>Harwell, Joan M & Jackson, Rebecca Williams. 2008. The Complete Learning Disabilities Handbook: Ready to use Strategies & Activities for teaching students with learning disabilities. San Francisco: Jossey-Bass</i>	5%
5	Students understand the concept of preparing 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. 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	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	Criteria: 2: able to say completely, 1: able to say but incomplete 0: unable to say Form of Assessment : Participatory Activities	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 2 X 50		Material: determining intervention material References: <i>Eckerd, Maria. 2017. Dysgraphia: An Overview. [On line]. Available at http://www.smartkidswithld.org/...</i>	5%

6	<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>Criteria: 2: able to say completely, 1: able to say but incomplete 0: unable to say Form of Assessment : Participatory Activities</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 2 X 50</p>		<p>Material: Understanding the concept of intervention References: <i>Harwell, Joan M& Jackson, Rebecca Williams. 2008. The Complete Learning Disabilities Handbook: Ready to use Strategies & Activities for teaching students with learning disabilities. San Francisco: Jossey-Bass</i></p>	5%
7	<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>Criteria: 2: able to say completely, 1: able to say but incomplete 0: unable to say Form of Assessment : Participatory Activities, Tests</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 2 X 50</p>		<p>Material: preparation of intervention materials References: <i>Eckerd, Maria. 2017. Dysgraphia: An Overview. [On line]. Available at http://www.smartkidswithld.org/...</i></p>	5%

8	<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</p> <p>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>Criteria: Score 5: Very Good Score 4: Good Score 3: Fair Score 2: Poor Score 1: Very Poor</p> <p>Form of Assessment : Participatory Activities</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 2 X 50</p>		<p>Material: compiling intervention materials References: Hargreaves, Helen.2009. <i>A Handbook on Learning Disabilities</i>. Ontario: Ontario's Ministry of Children and Youth Services</p>	20%
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>	<p>1.Students can design teaching strategies for students who experience phonological processing problems in children with learning difficulties</p> <p>2.Students can design teaching strategies for students who experience difficulties in cultivating concepts, including memories difficulties</p> <p>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.</p>	<p>Criteria: 2: able to say completely, 1: able to say but incomplete 0: unable to say</p> <p>Form of Assessment : Participatory Activities</p>	<p>problem-based learning strategy 2 X 50</p>		<p>Material: understanding phonological processes Reader: CALL Scotland. 2017. <i>Android Apps for Learners with Dyslexia/Reading and Writing Difficulties</i>. http://callscotland.org.uk/...</p>	3%

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"> 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. 	<p>Criteria: 2: able to say completely, 1: able to say but incomplete 0: unable to say</p> <p>Form of Assessment : Participatory Activities</p>	<p>problem-based learning strategy 2 X 50</p>		<p>Material: understanding phonological processes References: Farrell, Michael. 2006. <i>The Effective Teacher's Guide to Dyslexia and Other Specific Learning Difficulties</i>. New York: Routledge</p>	3%
11	<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"> 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. 	<p>Criteria: 2: able to say completely, 1: able to say but incomplete 0: unable to say</p> <p>Form of Assessment : Participatory Activities, Tests</p>	<p>problem-based learning strategy 2 X 50</p>		<p>Material: understanding phonological problems References: Hargreaves, Helen. 2009. <i>A Handbook on Learning Disabilities</i>. Ontario: Ontario's Ministry of Children and Youth Services</p>	3%

12	<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"> 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. 	<p>Criteria: 2: able to say completely, 1: able to say but incomplete 0: unable to say</p> <p>Form of Assessment : Test</p>	<p>problem-based learning strategy 2 X 50</p>		<p>Material: designing teaching strategies References: Hargreaves, Helen. 2009. <i>A Handbook on Learning Disabilities</i>. Ontario: Ontario's Ministry of Children and Youth Services</p>	3%
13	<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"> 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. 	<p>Criteria: 2: able to say completely, 1: able to say but incomplete 0: unable to say</p> <p>Form of Assessment : Participatory Activities</p>	<p>problem-based learning strategy 2 X 50</p>		<p>Material: designing a teaching strategy Reference: Hargreaves, Helen. 2009. <i>A Handbook on Learning Disabilities</i>. Ontario: Ontario's Ministry of Children and Youth Services</p>	3%

14	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.	<ol style="list-style-type: none"> 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. 	<p>Criteria: 2: able to say completely, 1: able to say but incomplete 0: unable to say</p> <p>Form of Assessment : Participatory Activities</p>	problem-based learning strategy 2 X 50		<p>Material: designing teaching strategies References: <i>Eckerd, Maria. 2017. Dysgraphia: An Overview. [On line]. Available at http://www.smartkidswithld.org/...</i></p>	6%
15	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.	<ol style="list-style-type: none"> 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. 	<p>Criteria: 2: able to say completely, 1: able to say but incomplete 0: unable to say</p> <p>Form of Assessment : Participatory Activities</p>	problem-based learning strategy 2 X 50		<p>Material: designing teaching strategies References: <i>CALL Scotland. 2017. Android Apps for Learners with Dyslexia/Reading and Writing Difficulties. http://callscotland.org.uk/...</i></p>	14%
16	FINAL EXAMS	able to design teaching and handling strategies for students	<p>Criteria: Score 25 if you can carry out sensory and behavioral assessments and recommend interventions Score 15 if you can give 3 examples of conditions and describe them Score 10 if you can name 5 conditions</p> <p>Form of Assessment : Test</p>	Case Studies		<p>Material: designing teaching and handling strategies for students Reference: <i>Hargreaves, Helen. 2009. A Handbook on Learning Disabilities. Ontario: Ontario's Ministry of Children and Youth Services</i></p> <p>Material: designing teaching strategies References: <i>Eckerd, Maria. 2017. Dysgraphia: An Overview. [On line]. Available at http://www.smartkidswithld.org/...</i></p>	10%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	83%
2.	Test	17%
		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.