



<b>Deskripsi Singkat Mata Kuliah</b>	Mata kuliah ini membahas tentang materi yang berkaitan dengan keilmuan dasar intervensi dini anak tunagrahita, prinsip-prinsip dan teori-teori yang berkaitan dengan intervensi dini anak tunagrahita, hakikat dan karakteristik anak tunagrahita, tujuan intervensi dini anak tunagrahita, manfaat dan ruang lingkup intervensi dini anak tunagrahita, strategi;model;metode;teknik (drill, remedial, applied behavior analysis, bermain, sensori integrasi, modifikasi perilaku, scaffolding, task analysis, modeling, dsb.); ;media digital dan non digital dalam pelaksanaan intervensi dini anak tunagrahita, asesmen sebagai dasar intervensi dini anak tunagrahita, program intervensi dini bagi anak tunagrahita, intervensi dini yang berkaitan dengan psikologis; perilaku; kemampuan akademik; kesulitan belajar; kebutuhan anak tunagrahita. Kegiatan perkuliahan dilaksanakan dengan metode pembelajaran project based learning						
<b>Pustaka</b>	<b>Utama :</b>						
	<ol style="list-style-type: none"> <li>1. Bagaskorowati, R. 2007. Identifikasi, Asesmen, Intervensi Dini . Jakarta: Dirjend. Dikti Depdiknas.</li> <li>2. Cullata, Tompkins, Werts. 2003. Fundamentals of Special Education . New Jersey: Merrill Prentice Hall.</li> <li>3. Nurakhmi, R., Santoso, Y.B., Pangestu, P.D. 2019. Menemukaneni dan Menstimulasi Anak Penyandang Disabilitas Panduan Dasar untuk Orang Tua, Keluarga dan Pendamping . Jakarta: Kementerian Pemberdayaan Perempuan dan Perlindungan Anak.</li> <li>4. Sattler, Jerome, M. 2002. Assesment of Children Behavioral and Clinical Applications . San Diego: Jerome M. Sattler, Publisher, Inc.</li> <li>5. Sunardi, Sunaryo. 2007. Intervensi Dini Anak Berkebutuhan Khusus. Jakarta: Dirjend. Dikti Depdiknas.</li> <li>6. Widajati, W, Setyosari, P, Degeng, I.N.S, Sumarmi, Mustaji. 2020. Guided Group Investigation, Scaffolding Task Questions and Self-Efficacy in Learning to Solve Social Problems in Inclusive Schools. Indian Journal of Public Health Research &amp; Development , January 2020, Vol. 11, No. 01. Page 1944-1648. DOI Number: 10.37506/v11/i1/2020/ijphrd/194083.</li> <li>7. Widajati, W., Mahmudah, S. 2018. Metode ABA (Kiat Mengatasi Perilaku Anak). Surabaya: Unipress Unesa.</li> <li>8. Widajati, W. 2010. Modifikasi Perilaku Anak Berkebutuhan Khusus . Surabaya: Unipress Unesa.</li> <li>9. The Early Intervention Service. 2011. Special Education through the New Zealand Government Relay Service on 0800 4 711 711 or go to www.nzrelay.co.nz.</li> </ol>						
	<b>Pendukung :</b>						
<b>Dosen Pengampu</b>	Dr. Wiwik Widajati, M.Pd. Devina Rahmadiani Kamaruddin Nur, M.Pd.						
Minggu Ke-	Kemampuan akhir tiap tahapan belajar (Sub-PO)	Penilaian		Bantuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [ Estimasi Waktu]		Materi Pembelajaran [ Pustaka ]	Bobot Penilaian (%)
		Indikator	Kriteria & Bentuk	Luring (offline)	Daring (online)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)

1	<p>Memahami konsep dasar intervensi dini anak tunagrahita, prinsip-prinsip dan teori-teori yang berkaitan dengan intervensi dini anak tunagrahita, hakikat dan karakteristik anak tunagrahita perkembangan kognitif dan hambatan perkembangan kognitif anak tunagrahita, karakteristik;potensi dan permasalahan anak tunagrahita</p>	<p>- Menjelaskan konsep dasar intervensi dini anak tunagrahita, prinsip-prinsip dan teori-teori yang berkaitan dengan intervensi dini anak tunagrahita, hakikat dan karakteristik anak tunagrahita perkembangan kognitif dan hambatan perkembangan kognitif anak tunagrahita, karakteristik;potensi dan permasalahan anak tunagrahita - Mengidentifikasi potensi dan hambatan yang dialami anak tunagrahita</p>	<p><b>Kriteria:</b> Skor 4 bila sangat baik, Skor 3 jika baik, Skor 2 jika cukup, Skor 1 jika kurang</p> <p><b>Bentuk Penilaian :</b> Aktifitas Partisipasif, Penilaian Portofolio</p>	<p>- model pembelajaran kooperatif - project based learning - problem based learning, kolaboratif - kontekstual - diskusi, tanya jawab, pemberian tugas 3 X 50</p>		<p><b>Materi:</b> konsep dasar intervensi dini anak tunagrahita, prinsip-prinsip dan teori-teori yang berkaitan dengan intervensi dini anak tunagrahita, hakikat dan karakteristik anak tunagrahita perkembangan kognitif dan hambatan perkembangan kognitif anak tunagrahita, karakteristik;potensi dan permasalahan anak tunagrahita</p> <p><b>Pustaka:</b> <i>Bagaskorowati, R. 2007. Identifikasi, Asesmen, Intervensi Dini . Jakarta: Depdiknas.</i></p> <hr/> <p><b>Material:</b> basic concepts of early intervention for mentally retarded children, principles and theories related to early intervention for mentally retarded children, nature and characteristics of mentally retarded children, cognitive development and obstacles to the cognitive development of mentally retarded children, characteristics; potential and problems of mentally retarded children.</p> <p><b>Reference:</b> <i>Nurakhmi, R ., Santoso, YB, Pangestu, PD 2019. Recognizing and Stimulating Children with Disabilities Basic Guide for Parents, Families and Companions. Jakarta: Ministry of Women's Empowerment and Child Protection.</i></p>	2%
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2	<p>Understand the basic concepts of early intervention for mentally retarded children, principles and theories related to early intervention for mentally retarded children, the nature and characteristics of mentally retarded children, cognitive development and obstacles to the cognitive development of mentally retarded children, characteristics, potential and problems of mentally retarded children</p>	<p>- Explain the basic concepts of early intervention for mentally retarded children, principles and theories related to early intervention for mentally retarded children, the nature and characteristics of mentally retarded children, cognitive development and obstacles to the cognitive development of mentally retarded children, characteristics, potential and problems of mentally retarded children · Identify potential and obstacles experienced by mentally retarded children</p>	<p><b>Criteria:</b> Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor</p> <p><b>Form of Assessment :</b> Participatory Activities, Portfolio Assessment</p>	<p>- cooperative learning model · project based learning · problem based learning, collaborative · contextual · discussion, question and answer, giving assignments 3 X 50</p>	<p><b>Material:</b> basic concepts of early intervention for mentally retarded children, principles and theories related to early intervention for mentally retarded children, nature and characteristics of mentally retarded children, cognitive development and obstacles to the cognitive development of mentally retarded children, characteristics; potential and problems of mentally retarded children.</p> <p><b>Reference:</b> <i>Bagaskorowati, R 2007. Identification, Assessment, Early Intervention. Jakarta: Director General. Higher Education Ministry of National Education.</i></p> <hr/> <p><b>Material:</b> basic concepts of early intervention for mentally retarded children, principles and theories related to early intervention for mentally retarded children, nature and characteristics of mentally retarded children, cognitive development and obstacles to the cognitive development of mentally retarded children, characteristics; potential and problems of mentally retarded children.</p> <p><b>Reference:</b> <i>Nurakhmi, R ., Santoso, YB, Pangestu, PD 2019. Recognizing and Stimulating Children with Disabilities Basic Guide for Parents, Families and Companions. Jakarta: Ministry of Women's Empowerment and Child Protection.</i></p>	3%
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3	Understand the objectives of early intervention for mentally retarded children, the benefits and scope of early intervention for mentally retarded children	<ul style="list-style-type: none"> <li>Explain the objectives of early intervention for mentally retarded children, the benefits and scope of early intervention for mentally retarded children</li> <li>Analyze the importance of early intervention for mentally retarded children</li> </ul>	<p><b>Criteria:</b> Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor</p> <p><b>Form of Assessment :</b> Participatory Activities, Portfolio Assessment</p>	<ul style="list-style-type: none"> <li>cooperative learning model</li> <li>project based learning</li> <li>problem based learning, collaborative</li> <li>contextual discussion, question and answer, giving assignments</li> </ul> <p>3 X 50</p>		<p><b>Material:</b> aims of early intervention for mentally retarded children, benefits and scope of early intervention for mentally retarded children</p> <p><b>References:</b> <i>Sunardi, Sunaryo. 2007. Early Intervention for Children with Special Needs. Jakarta: Director General. Higher Education Ministry of National Education.</i></p> <hr/> <p><b>Material:</b> aims of early intervention for mentally retarded children, benefits and scope of early intervention for mentally retarded children</p> <p><b>Reference:</b> <i>The Early Intervention Service. 2011. Special Education through the New Zealand Government Relay Service on 0800 4 711 711 or go to www.nzrelay.co.nz.</i></p>	3%
4	Understand the objectives of early intervention for mentally retarded children, the benefits and scope of early intervention for mentally retarded children	<ul style="list-style-type: none"> <li>Explain the objectives of early intervention for mentally retarded children, the benefits and scope of early intervention for mentally retarded children</li> <li>Analyze the importance of early intervention for mentally retarded children</li> </ul>	<p><b>Criteria:</b> Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor</p> <p><b>Form of Assessment :</b> Participatory Activities, Portfolio Assessment</p>	<ul style="list-style-type: none"> <li>cooperative learning model</li> <li>project based learning</li> <li>problem based learning, collaborative</li> <li>contextual discussion, question and answer, giving assignments</li> </ul> <p>3 X 50</p>		<p><b>Material:</b> aims of early intervention for mentally retarded children, benefits and scope of early intervention for mentally retarded children</p> <p><b>References:</b> <i>Sunardi, Sunaryo. 2007. Early Intervention for Children with Special Needs. Jakarta: Director General. Higher Education Ministry of National Education.</i></p> <hr/> <p><b>Material:</b> aims of early intervention for mentally retarded children, benefits and scope of early intervention for mentally retarded children</p> <p><b>Reference:</b> <i>The Early Intervention Service. 2011. Special Education through the New Zealand Government Relay Service on 0800 4 711 711 or go to www.nzrelay.co.nz.</i></p>	3%

5	<p>Understand strategies, models, methods, techniques (drill, remedial, applied behavior analysis, play, sensory integration, behavior modification, scaffolding, task analysis, modeling, etc.), digital and non-digital media in implementing early intervention for mentally retarded children</p>	<p>- explain strategies, models, methods, techniques (drill, remedial, applied behavior analysis, play, sensory integration, behavior modification, scaffolding, task analysis, modeling, etc.), digital and non-digital media in implementing early intervention for mentally retarded children - create design strategies, models, methods, techniques, in implementing early intervention for mentally retarded children create digital and non-digital media designs in implementing early intervention for mentally retarded children</p>	<p><b>Criteria:</b> Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor</p> <p><b>Form of Assessment :</b> Participatory Activities, Portfolio Assessment</p>	<p>- cooperative learning model - project based learning - problem based learning, collaborative - contextual - discussion, question and answer, giving assignments 3 X 50</p>		<p><b>Material:</b> strategies, models, methods, techniques (drill, remedial, applied behavior analysis, play, sensory integration, behavior modification, scaffolding, task analysis, modeling, etc.), digital and non-digital media in implementing early intervention for children with intellectual disabilities.</p> <p><b>Reference:</b> <i>Sunardi, Sunaryo. 2007. Early Intervention for Children with Special Needs. Jakarta: Director General. Higher Education Ministry of National Education.</i></p> <hr/> <p><b>Material:</b> strategies, models, methods, techniques (drill, remedial, applied behavior analysis, play, sensory integration, behavior modification, scaffolding, task analysis, modeling, etc.), digital and non-digital media in implementing early intervention for children with intellectual disabilities.</p> <p><b>Reference:</b> <i>Nurakhmi, R., Santoso, YB, Pangestu, PD 2019. Recognizing and Stimulating Children with Disabilities Basic Guide for Parents, Families and Companions. Jakarta: Ministry of Women's Empowerment and Child Protection.</i></p>	3%
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6	Understand strategies, models, methods, techniques (drill, remedial, applied behavior analysis, play, sensory integration, behavior modification, scaffolding, task analysis, modeling, etc.), digital and non-digital media in implementing early intervention for mentally retarded children	· explain strategies, models, methods, techniques (drill, remedial, applied behavior analysis, play, sensory integration, behavior modification, scaffolding, task analysis, modeling, etc.), digital and non-digital media in implementing early intervention for mentally retarded children · create design strategies, models, methods, techniques, in implementing early intervention for mentally retarded children	<p><b>Criteria:</b> Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor</p> <p><b>Form of Assessment :</b> Participatory Activities, Portfolio Assessment</p>	· cooperative learning model · project based learning · problem based learning, collaborative · contextual · discussion, question and answer, giving assignments 3 X 50		<p><b>Material:</b> strategies, models, methods, techniques (drill, remedial, applied behavior analysis, play, sensory integration, behavior modification, scaffolding, task analysis, modeling, etc.), digital and non-digital media in implementing early intervention for children with intellectual disabilities.</p> <p><b>Reference:</b> <i>Sunardi, Sunaryo. 2007. Early Intervention for Children with Special Needs. Jakarta: Director General. Higher Education Ministry of National Education.</i></p> <hr/> <p><b>Material:</b> strategies, models, methods, techniques (drill, remedial, applied behavior analysis, play, sensory integration, behavior modification, scaffolding, task analysis, modeling, etc.), digital and non-digital media in implementing early intervention for children with intellectual disabilities.</p> <p><b>Reference:</b> <i>Nurakhmi, R., Santoso, YB, Pangestu, PD 2019. Recognizing and Stimulating Children with Disabilities Basic Guide for Parents, Families and Companions. Jakarta: Ministry of Women's Empowerment and Child Protection.</i></p>	3%
7	Understanding assessment as a basis for early intervention for children with intellectual disabilities	explaining assessment as the basis for early intervention for children with intellectual disabilities. Making assessment instruments as the basis for early intervention for children with intellectual disabilities	<p><b>Criteria:</b> Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor</p> <p><b>Form of Assessment :</b> Participatory Activities, Portfolio Assessment</p>	§ cooperative learning model § project based learning § problem based learning, collaborative § contextual § discussion, question and answer, giving assignments 3 X 50		<p><b>Material:</b> assessment as a basis for early intervention for children with intellectual disabilities</p> <p><b>Reference:</b> <i>Sattler, Jerome, M. 2002. Assessment of Children Behavioral and Clinical Applications. San Diego: Jerome M. Sattler, Publisher, Inc.</i></p>	3%

8	Understand the material that has been discussed as USS material (in the form of assignments)	working on the U.S.S	<p><b>Criteria:</b> Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor</p> <p><b>Form of Assessment :</b> Test</p>	assignment 3 X 50		<p><b>Material:</b> USS Questions <b>Reader:</b> Sunardi, Sunaryo. 2007. <i>Early Intervention for Children with Special Needs.</i> Jakarta: Director General. Higher Education Ministry of National Education.</p> <hr/> <p><b>Material:</b> questions about USS <b>Pustaka:</b> <i>The Early Intervention Service.</i> 2011. <i>Special Education through the New Zealand Government Relay Service on 0800 4 711 711 or go to <a href="http://www.nzrelay.co.nz">www.nzrelay.co.nz</a>.</i></p> <hr/> <p><b>Material:</b> USS <b>Library questions:</b> Nurakhmi, R., Santoso, YB, Pangestu, PD 2019. <i>Recognizing and Stimulating Children with Disabilities Basic Guide for Parents, Families and Companions.</i> Jakarta: Ministry of Women's Empowerment and Child Protection.</p>	10%
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9	Understand early intervention programs related to psychology; behavior; academic ability; difficulty learning; needs of mentally retarded children.	§ explain early intervention programs related to psychology; behavior; academic ability; difficulty learning; needs of mentally retarded children. § Create an early intervention program related to psychology; behavior § Create early intervention programs related to academic abilities; difficulty learning; needs of mentally retarded children.	<p><b>Criteria:</b> Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	§ cooperative learning model § project based learning § problem based learning, collaborative § contextual § discussion, question and answer, giving assignments 3 X 50		<p><b>Material:</b> early intervention programs related to psychology; behavior; academic ability; difficulty learning; needs of mentally retarded children.</p> <p><b>References:</b> <i>Bagaskorowati, R. 2007. Identification, Assessment, Early Intervention. Jakarta: Director General. Higher Education Ministry of National Education.</i></p> <hr/> <p><b>Material:</b> early intervention programs related to psychology; behavior; academic ability; difficulty learning; needs of mentally retarded children.</p> <p><b>References:</b> <i>Nurakhmi, R., Santoso, YB, Pangestu, PD 2019. Recognizing and Stimulating Children with Disabilities Basic Guide for Parents, Families and Companions. Jakarta: Ministry of Women's Empowerment and Child Protection.</i></p> <hr/> <p><b>Material:</b> early intervention programs related to psychology; behavior; academic ability; difficulty learning; needs of mentally retarded children.</p> <p><b>References:</b> <i>Widajati, W. 2010. Behavior Modification of Children with Special Needs. Surabaya: Unipress Unesa.</i></p>	7%
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10	Understand early intervention programs related to psychology; behavior; academic ability; difficulty learning; needs of mentally retarded children.	§ explain early intervention programs related to psychology; behavior; academic ability; difficulty learning; needs of mentally retarded children. § Create an early intervention program related to psychology; behavior § Create early intervention programs related to academic abilities; difficulty learning; needs of mentally retarded children.	<b>Criteria:</b> Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	§ cooperative learning model § project based learning § problem based learning, collaborative § contextual § discussion, question and answer, giving assignments 3 X 50		<b>Material:</b> early intervention programs related to psychology; behavior; academic ability; difficulty learning; needs of mentally retarded children.  <b>References:</b> <i>Bagaskorowati, R. 2007. Identification, Assessment, Early Intervention. Jakarta: Director General. Higher Education Ministry of National Education.</i>  <b>Material:</b> early intervention programs related to psychology; behavior; academic ability; difficulty learning; needs of mentally retarded children.  <b>References:</b> <i>Nurakhmi, R., Santoso, YB, Pangestu, PD 2019. Recognizing and Stimulating Children with Disabilities Basic Guide for Parents, Families and Companions. Jakarta: Ministry of Women's Empowerment and Child Protection.</i>  <b>Material:</b> early intervention programs related to psychology; behavior; academic ability; difficulty learning; needs of mentally retarded children.  <b>References:</b> <i>Widajati, W. 2010. Behavior Modification of Children with Special Needs. Surabaya: Unipress Unesa.</i>	8%
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11	Understand the implementation of early intervention related to the psychology and behavior of mentally retarded children	carry out early intervention related to the psychology and behavior of mentally retarded children	<p><b>Criteria:</b> Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	<p>§ cooperative learning model § project based learning § problem based learning, collaborative § contextual discussion, question and answer, giving assignments 3 X 50</p>		<p><b>Material:</b> implementation of early intervention related to the psychology and behavior of mentally retarded children. <b>Reference:</b> <i>Bagaskorowati, R. 2007. Identification, Assessment, Early Intervention. Jakarta: Director General. Higher Education Ministry of National Education.</i></p> <hr/> <p><b>Material:</b> implementation of early intervention related to the psychology and behavior of mentally retarded children. <b>Reference:</b> <i>Cullata, Tompkins, Werts. 2003. Fundamentals of Special Education. New Jersey: Merrill Prentice Hall.</i></p> <hr/> <p><b>Material:</b> implementation of early intervention related to the psychology and behavior of children with intellectual disabilities. <b>Reference:</b> <i>Widajati, W. 2010. Behavior Modification of Children with Special Needs. Surabaya: Unipress Unesa.</i></p>	8%
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12	Understand the implementation of early intervention related to the psychology and behavior of mentally retarded children	carry out early intervention related to the psychology and behavior of mentally retarded children	<p><b>Criteria:</b> Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	<p>§ cooperative learning model § project based learning § problem based learning, collaborative § contextual discussion, question and answer, giving assignments 3 X 50</p>	<p><b>Material:</b> implementation of early intervention related to the psychology and behavior of mentally retarded children. <b>Reference:</b> <i>Bagaskorowati, R. 2007. Identification, Assessment, Early Intervention. Jakarta: Director General. Higher Education Ministry of National Education.</i></p> <hr/> <p><b>Material:</b> implementation of early intervention related to the psychology and behavior of mentally retarded children. <b>Reference:</b> <i>Cullata, Tompkins, Werts. 2003. Fundamentals of Special Education. New Jersey: Merrill Prentice Hall.</i></p> <hr/> <p><b>Material:</b> implementation of early intervention related to the psychology and behavior of children with intellectual disabilities. <b>Reference:</b> <i>Widajati, W. 2010. Behavior Modification of Children with Special Needs. Surabaya: Unipress Unesa.</i></p>	8%
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13	Understand the implementation of early intervention related to the academic abilities and learning difficulties of children with intellectual disabilities	carry out early intervention related to the academic abilities and learning difficulties of children with intellectual disabilities	<p><b>Criteria:</b> Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	<p>§ cooperative learning model § project based learning § problem based learning, collaborative § contextual discussion, question and answer, giving assignments 3 X 50</p>	<p><b>Material:</b> implementation of early intervention related to the psychology and behavior of mentally retarded children. <b>Reference:</b> <i>Bagaskorowati, R. 2007. Identification, Assessment, Early Intervention. Jakarta: Director General. Higher Education Ministry of National Education.</i></p> <hr/> <p><b>Material:</b> implementation of early intervention related to the psychology and behavior of mentally retarded children. <b>Reference:</b> <i>Cullata, Tompkins, Werts. 2003. Fundamentals of Special Education. New Jersey: Merrill Prentice Hall.</i></p> <hr/> <p><b>Material:</b> implementation of early intervention related to the psychology and behavior of children with intellectual disabilities. <b>Reference:</b> <i>Widajati, W. 2010. Behavior Modification of Children with Special Needs. Surabaya: Unipress Unesa.</i></p>	8%
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14	Understand the implementation of early intervention related to the academic abilities and learning difficulties of children with intellectual disabilities	carry out early intervention related to the academic abilities and learning difficulties of children with intellectual disabilities	<p><b>Criteria:</b> Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	<p>§ cooperative learning model § project based learning § problem based learning, collaborative § contextual discussion, question and answer, giving assignments 3 X 50</p>	<p><b>Material:</b> implementation of early intervention related to the psychology and behavior of mentally retarded children. <b>Reference:</b> <i>Bagaskorowati, R. 2007. Identification, Assessment, Early Intervention. Jakarta: Director General. Higher Education Ministry of National Education.</i></p> <hr/> <p><b>Material:</b> implementation of early intervention related to the psychology and behavior of mentally retarded children. <b>Reference:</b> <i>Cullata, Tompkins, Werts. 2003. Fundamentals of Special Education. New Jersey: Merrill Prentice Hall.</i></p> <hr/> <p><b>Material:</b> implementation of early intervention related to the psychology and behavior of children with intellectual disabilities. <b>Reference:</b> <i>Widajati, W. 2010. Behavior Modification of Children with Special Needs. Surabaya: Unipress Unesa.</i></p>	8%
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15	Understand the implementation of early intervention related to the needs of mentally retarded children and reviews	carry out early intervention related to the needs of mentally retarded children	<p><b>Criteria:</b> Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	§ cooperative learning model § project based learning § problem based learning, collaborative § contextual discussion, question and answer, giving assignments 3 X 50		<p><b>Material:</b> implementation of early intervention related to the psychology and behavior of mentally retarded children. <b>Reference:</b> <i>Bagaskorowati, R. 2007. Identification, Assessment, Early Intervention. Jakarta: Director General. Higher Education Ministry of National Education.</i></p> <p><b>Material:</b> implementation of early intervention related to the psychology and behavior of mentally retarded children. <b>Reference:</b> <i>Cullata, Tompkins, Werts. 2003. Fundamentals of Special Education. New Jersey: Merrill Prentice Hall.</i></p> <p><b>Material:</b> implementation of early intervention related to the psychology and behavior of children with intellectual disabilities. <b>Reference:</b> <i>Widajati, W. 2010. Behavior Modification of Children with Special Needs. Surabaya: Unipress Unesa.</i></p>	8%
16	FINAL EXAMS	Working on US	<p><b>Criteria:</b> Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor</p> <p><b>Form of Assessment :</b> Test</p>	3 X 50		<p><b>Material:</b> US questions <b>Reference:</b> <i>Bagaskorowati, R. 2007. Identification, Assessment, Early Intervention. Jakarta: Director General. Higher Education Ministry of National Education.</i></p> <p><b>Material:</b> US questions <b>References:</b> <i>Widajati, W., Mahmudah, S. 2018. ABA Method (Tips for Overcoming Children's Behavior). Surabaya: Unipress Unesa.</i></p> <p><b>Material:</b> US questions <b>Bibliography:</b> <i>Widajati, W. 2010. Behavior Modification of Children with Special Needs. Surabaya: Unipress Unesa.</i></p>	15%

**Evaluation Percentage Recap: Project Based Learning**

No	Evaluation	Percentage
1.	Participatory Activities	10%
2.	Project Results Assessment / Product Assessment	55%
3.	Portfolio Assessment	10%
4.	Test	25%

## 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** abilities in the process and student learning outcomes are specific and measurable statements that identify the abilities 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.