



**Universitas Negeri Surabaya  
Faculty of Education  
Undergraduate Guidance and Counseling Study Program**

**Document  
Code**

**SEMESTER LEARNING PLAN**

| Courses                                    | CODE                                   | Course Family                     | Credit Weight                          |     |           | SEMESTER                        | Compilation Date |
|--|--|-----------------------------------|--|-----|-----------|---------------------------------|------------------|
| Counseling for Children with Special Needs | 8620102069                             | Compulsory Study Program Subjects | T=2                                    | P=0 | ECTS=3.18 | 3                               | June 7, 2024     |
| AUTHORIZATION                              | SP Developer                           |                                   | Course Cluster Coordinator             |     |           | Study Program Coordinator       |                  |
|  | Dr. Elisabeth Christiana, S.Pd., M.Pd. |                                   | Dr. Elisabeth Christiana, S.Pd., M.Pd. |     |           | Dr. Evi Winingsih, S.Pd., M.Pd. |                  |

|                |              |
|----------------|--------------|
| Learning model | Case Studies |
|----------------|--------------|

| Program Learning Outcomes (PLO) | PLO study program which is charged to the course |   |       |       |       |       |      |   |   |   |      |   |   |   |      |   |   |   |      |   |   |   |
|---------------------------------|--|---|-------|-------|-------|-------|------|---|---|---|------|---|---|---|------|---|---|---|------|---|---|---|
|                                 | PLO-4  | Develop yourself continuously and collaborate.  |       |       |       |       |      |   |   |   |      |   |   |   |      |   |   |   |      |   |   |   |
|                                 | PLO-7  | Mastering the concepts and practices of guidance and counseling in various contexts and problems  |       |       |       |       |      |   |   |   |      |   |   |   |      |   |   |   |      |   |   |   |
|                                 | PLO-8  | Able to apply the principles of individual growth and development in guidance and counseling services   |       |       |       |       |      |   |   |   |      |   |   |   |      |   |   |   |      |   |   |   |
|                                 | Program Objectives (PO)                          |   |       |       |       |       |      |   |   |   |      |   |   |   |      |   |   |   |      |   |   |   |
|                                 | PO - 1   | Mastering the basic concepts/essence of children with special needs and the background of children with special needs, The essence of counseling guidance for children with special needs, The essence of counseling guidance for children with special needs and counseling guidance for parents, Problems of extraordinary children and efforts to understand them, Approach to counseling guidance (parent counseling) for special children, Administering and organizing counseling for children with special needs:  |       |       |       |       |      |   |   |   |      |   |   |   |      |   |   |   |      |   |   |   |
|                                 | PO - 2   | Make decisions about concepts and theories within the scope of counseling for children with special needs that are relevant to solving learning cases for ABK for certain learning difficulties in class  |       |       |       |       |      |   |   |   |      |   |   |   |      |   |   |   |      |   |   |   |
|                                 | PO - 3   | Responsible for individual and group learning performance, by showing active involvement in carrying out the tasks and roles assigned both individually and in groups during the learning process.  |       |       |       |       |      |   |   |   |      |   |   |   |      |   |   |   |      |   |   |   |
|                                 | PO - 4   | Utilize ICT-assisted learning resources and learning media to support learning implementation   |       |       |       |       |      |   |   |   |      |   |   |   |      |   |   |   |      |   |   |   |
|                                 | PLO-PO Matrix                                    |   |       |       |       |       |      |   |   |   |      |   |   |   |      |   |   |   |      |   |   |   |
|                                 |  | <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>P.O</th> <th>PLO-4</th> <th>PLO-7</th> <th>PLO-8</th> </tr> </thead> <tbody> <tr> <td>PO-1</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> </tr> <tr> <td>PO-2</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> </tr> <tr> <td>PO-3</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> </tr> <tr> <td>PO-4</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> </tr> </tbody> </table> | P.O   | PLO-4 | PLO-7 | PLO-8 | PO-1 | ✓ | ✓ | ✓ | PO-2 | ✓ | ✓ | ✓ | PO-3 | ✓ | ✓ | ✓ | PO-4 | ✓ | ✓ | ✓ |
|                                 | P.O  | PLO-4   | PLO-7 | PLO-8 |       |       |      |   |   |   |      |   |   |   |      |   |   |   |      |   |   |   |
| PO-1                            | ✓  | ✓   | ✓     |       |       |       |      |   |   |   |      |   |   |   |      |   |   |   |      |   |   |   |
| PO-2                            | ✓  | ✓   | ✓     |       |       |       |      |   |   |   |      |   |   |   |      |   |   |   |      |   |   |   |
| PO-3                            | ✓  | ✓   | ✓     |       |       |       |      |   |   |   |      |   |   |   |      |   |   |   |      |   |   |   |
| PO-4                            | ✓  | ✓   | ✓     |       |       |       |      |   |   |   |      |   |   |   |      |   |   |   |      |   |   |   |

**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 | ✓    | ✓ |   | ✓ |   |   |   |   |   |    |    |    |    |    |    |    |
| PO-2 |      |   |   |   | ✓ | ✓ | ✓ | ✓ |   |    |    |    |    |    |    |    |
| PO-3 |      |   |   |   |   |   |   |   | ✓ | ✓  | ✓  | ✓  |    |    |    |    |
| PO-4 |      |   |   |   |   |   |   |   |   |    |    |    | ✓  | ✓  | ✓  |    |

|                          |   |
|--------------------------|---|
| Short Course Description | This course is a course that examines the various needs of children with special needs and examines various guidance and counseling services for children with special needs. Understanding, studying, deepening the counseling guidance course for children with special needs which includes: introduction, the essence of counseling guidance for children with special needs, problems of children with special needs and efforts to understand them, understanding children with special needs as individuals, approaches to counseling guidance for children with special needs, administration and organizing counseling for children with special needs. The learning method used is case study. The techniques used include: guided discussions, presentations, case analysis. Success is assessed based on participatory activity assessments, projects, portfolio assessments and tests. |
|--------------------------|---|

|            |        |
|------------|--------|
| References | Main : |
|------------|--------|

1. Hallahan dan Kauffman. 1986. *Exceptional Children Introduction to Special Education*. New York: Prentice-Hall International Inc.
2. Suheri, HN., Purwanta, Edi. 1996. *Bimbingan Konseling Anak Luar Biasa*. Jakarta: Depdikbud, Dikti, Proyek Pendidikan Tenaga guru.
3. Sukadi, Dewa Ketut. 1983. *Seri Bimbingan: Administrasi Bimbingan Konseling di Sekolah*. Surabaya: Usaha Nasional.
4. Asmani, Jamal Makmur. 2010. *Panduan Efektif Bimbingan dan Konseling Di Sekolah*. Jogjakarta: Diva Press (Anggota IKAPI).
5. Sukardi, Dewa Ketut dan Nila Kusumawati, Desak P.E. 2008. *Proses Bimbingan dan Konseling Di Sekolah*. Jakarta: PT. Reneka Cipta.
6. Winkel, W.S. & Hastuti, Sri. 2007. *Bimbingan dan Konseling Di Institusi Pendidikan*. Yogyakarta: Media Abadi.
7. Corey, Gerald. 1991. *Theory and Practice of Counseling and Psychotherapy (Fourth Edition)*. California: Brooks/Cole Publishing Company.
8. Corey, Gerald (Alih bahasa: Mulyarto). 1995. *Teori dan Praktek dari Konseling dan Psikoterapi*. Semarang: IKIP Semarang Press

**Supporters:**

**Supporting lecturer**

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 Muhammad Farid Ilhamuddin, 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 nature of children with special needs and the background of children with special needs. | Explain the nature of children with special needs and the background of children with special needs | <b>Criteria:</b><br>can explain then the perfect score<br><br><b>Form of Assessment :</b><br>Participatory Activities   | Lectures, Discussions, Questions and Answers<br>2 X 50                  |                   | <b>Material:</b><br>Introduction to special children in special education<br><b>References:</b><br><i>Hallahan and Kauffman. 1986. Exceptional Children Introduction to Special Education. New York: Prentice-Hall International Inc.</i>         | 2%                    |
| 2     | Understand the nature of children with special needs and the background of children with special needs. | Explain the nature of children with special needs and the background of children with special needs | <b>Criteria:</b><br>can explain then the perfect score<br><br><b>Form of Assessment :</b><br>Participatory Activities   | Lectures, Discussions, Questions and Answers<br>2 X 50                  |                   | <b>Material:</b><br>Introduction to special children in special education<br><b>References:</b><br><i>Hallahan and Kauffman. 1986. Exceptional Children Introduction to Special Education. New York: Prentice-Hall International Inc.</i>         | 2%                    |
| 3     | Understand the nature of counseling for children with special needs.                                    | Explain the nature of counseling for children with special needs.                                   | <b>Criteria:</b><br>can explain then the perfect score<br><br><b>Forms of Assessment :</b><br>Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment | Assignment, Group presentation, Discussion<br>2 X 50                    |                   | <b>Material:</b> The essence of BK ABK<br><b>References:</b><br><i>Suheri, HN., Purwanta, Edi. 1996. Counseling Guidance for Exceptional Children. Jakarta: Department of Education and Culture, Higher Education, Teacher Education Project.</i> | 2%                    |

|   |   |  |   |  |  |   |    |
|---|---|--|---|--|--|---|----|
| 4 | Understand the nature of counseling for children with special needs.  | Explain the nature of counseling for children with special needs.                | <b>Criteria:</b><br>can explain then the perfect score<br><br><b>Form of Assessment :</b><br>Participatory Activities, Portfolio Assessment                               | Assignment, Group presentation, Discussion<br>2 X 50             |  | <b>Material:</b> The essence of BK ABK<br><b>Literature:</b>  | 2% |
| 5 | Understanding the problems of special needs children and efforts to understand them: children with special needs and their problems, developmental phases of children with special needs, accompanying problems for children with special needs, forms of counseling services for children with special needs and guidance for parents. | Explaining the problems of extraordinary children and efforts to understand them | <b>Criteria:</b><br>if you can explain then perfect score<br><br><b>Form of Assessment :</b><br>Portfolio Assessment  | 22 Assignments, 22 Group presentations, 22 Discussions<br>2 X 50 |  | <b>Material:</b><br>Understanding children with special needs<br><b>References:</b><br><i>Hallahan and Kauffman. 1986. Exceptional Children Introduction to Special Education. New York: Prentice-Hall International Inc.</i> | 2% |
| 6 | Understanding about Understanding extraordinary children as individuals.  | Explains the understanding of extraordinary children as individuals.             | <b>Criteria:</b><br>if you can explain then perfect score<br><br><b>Form of Assessment :</b><br>Participatory Activities, Project Results Assessment / Product Assessment | 22 Assignments, 22 Group presentations, 22 Discussions<br>2 X 50 |  | <b>Material:</b><br>Understanding children with special needs<br><b>References:</b><br><i>Hallahan and Kauffman. 1986. Exceptional Children Introduction to Special Education. New York: Prentice-Hall International Inc.</i> | 2% |
| 7 | Understanding about Understanding extraordinary children as individuals.  | Explains the understanding of extraordinary children as individuals.             | <b>Criteria:</b><br>if you can explain then perfect score<br><br><b>Form of Assessment :</b><br>Participatory Activities  | 22 Assignments, 22 Group presentations, 22 Discussions<br>2 X 50 |  | <b>Material:</b><br>Understanding children with special needs<br><b>References:</b><br><i>Hallahan and Kauffman. 1986. Exceptional Children Introduction to Special Education. New York: Prentice-Hall International Inc.</i> | 2% |

|    |   |  |  |                                    |  |  |     |
|----|---|--|--|------------------------------------|--|--|-----|
| 8  | UTS   | Able to understand material 1-7                  | <p><b>Criteria:</b><br/>For the written test, full marks are obtained if you do all the questions correctly. For product assessment (written report), consider aspects of report completeness - analysis results - dynamic systems</p> <p><b>Form of Assessment :</b><br/>Participatory Activities, Tests</p>                | 2 X 50                             |  | <p><b>Material:</b> The essence of BK ABK<br/><b>References:</b> Suheri, HN., Purwanta, Edi. 1996. <i>Counseling Guidance for Exceptional Children</i>. Jakarta: Department of Education and Culture, Higher Education, Teacher Education Project.</p> <p><b>Material:</b> Understanding ABK<br/><b>References:</b> Hallahan and Kauffman. 1986. <i>Exceptional Children Introduction to Special Education</i>. New York: Prentice-Hall International Inc.</p> | 20% |
| 9  | Understanding extraordinary children as individuals | Explaining extraordinary children as individuals | <p><b>Criteria:</b><br/>For the written test, full marks are obtained if you do all the questions correctly. For product assessment (written report), consider aspects of report completeness - analysis results - dynamic systems</p> <p><b>Form of Assessment :</b><br/>Participatory Activities</p>                       | lecturediscussion answer<br>2 X 50 |  | <p><b>Material:</b> BK ABK<br/><b>Reader:</b> Suheri, HN., Purwanta, Edi. 1996. <i>Counseling Guidance for Exceptional Children</i>. Jakarta: Department of Education and Culture, Higher Education, Teacher Education Project.</p>  | 5%  |
| 10 | Understanding extraordinary children as individuals | Explaining extraordinary children as individuals | <p><b>Criteria:</b><br/>For the written test, full marks are obtained if you do all the questions correctly. For product assessment (written report), consider aspects of report completeness - analysis results - dynamic systems</p> <p><b>Form of Assessment :</b><br/>Participatory Activities, Portfolio Assessment</p> | lecturediscussion answer<br>2 X 50 |  | <p><b>Material:</b> BK ABK at School<br/><b>Library:</b> Asmani, Jamal Makmur. 2010. <i>Guide to Effective Guidance and Counseling in Schools</i>. Jogjakarta: Diva Press (IKAPI Member).</p>  | 5%  |
| 11 | Understanding extraordinary children as individuals | Explaining extraordinary children as individuals | <p><b>Criteria:</b><br/>For the written test, full marks are obtained if you do all the questions correctly. For product assessment (written report), consider aspects of report completeness - analysis results - dynamic systems</p> <p><b>Form of Assessment :</b><br/>Participatory Activities, Portfolio Assessment</p> | lecturediscussion answer<br>2 X 50 |  | <p><b>Material:</b> BK ABK in Schools<br/><b>Reference:</b> Sukardi, Dewa Ketut and Nila Kusumawati, Desak PE 2008. <i>Guidance and Counseling Process in Schools</i>. Jakarta: PT. Reneka Cipta.</p>  | 5%  |

|    |  |  |   |  |  |   |    |
|----|--|--|---|--|--|---|----|
| 12 | Understanding counseling guidance for extraordinary children                                 | Explains counseling guidance for extraordinary children                                    | <p><b>Criteria:</b><br/>For the written test, full marks are obtained if you do all the questions correctly. For product assessment (written report), consider aspects of report completeness - analysis results - dynamic systems</p> <p><b>Form of Assessment :</b><br/>Participatory Activities</p>                                  | lecture discussion questions and answers<br>2 X 50 |  | <p><b>Material:</b> BK ABK at School<br/><b>Library:</b> Corey, Gerald (Translated by: Mulyarto). 1995. <i>Theory and Practice of Counseling and Psychotherapy</i>. Semarang: IKIP Semarang Press</p>             | 5% |
| 13 | Understanding counseling guidance for extraordinary children                                 | Explains counseling guidance for extraordinary children                                    | <p><b>Criteria:</b><br/>For the written test, full marks are obtained if you do all the questions correctly. For product assessment (written report), consider aspects of report completeness - analysis results - dynamic systems</p> <p><b>Form of Assessment :</b><br/>Participatory Activities, Portfolio Assessment</p>            | lecture discussion question and answer<br>2 X 50   |  | <p><b>Material:</b> Psychotherapy Counseling<br/><b>Reader:</b> Corey, Gerald. 1991. <i>Theory and Practice of Counseling and Psychotherapy (Fourth Edition)</i>. California: Brooks/Cole Publishing Company.</p> | 5% |
| 14 | understand the administration and organization of counseling for children with special needs | explains the administration and organization of counseling for children with special needs | <p><b>Criteria:</b><br/>For the written test, full marks are obtained if you do all the questions correctly. For product assessment (written reports) consider aspects of the completeness of the report - analysis results - dynamic systems</p> <p><b>Form of Assessment :</b><br/>Participatory Activities, Portfolio Assessment</p> | lecture discussion questions and answers<br>2 X 50 |  | <p><b>Material:</b> Psychotherapy<br/><b>Bibliography:</b> Corey, Gerald. 1991. <i>Theory and Practice of Counseling and Psychotherapy (Fourth Edition)</i>. California: Brooks/Cole Publishing Company.</p>      | 5% |
| 15 | understand the administration and organization of counseling for children with special needs | explains the administration and organization of counseling for children with special needs | <p><b>Criteria:</b><br/>For the written test, full marks are obtained if you do all the questions correctly. For product assessment (written reports) consider aspects of the completeness of the report - analysis results - dynamic systems</p> <p><b>Form of Assessment :</b><br/>Participatory Activities, Portfolio Assessment</p> | lecture discussion questions and answers<br>2 X 50 |  | <p><b>Material:</b> BK ABK in Schools<br/><b>Reference:</b> Sukardi, Dewa Ketut and Nila Kusumawati, Desak PE 2008. <i>Guidance and Counseling Process in Schools</i>. Jakarta: PT. Reneka Cipta.</p>             | 5% |

|    |     |   |   |        |  |  |     |
|----|-----|---|---|--------|--|--|-----|
| 16 | UAS | Able to understand theory and practice of material 1-15 | <p><b>Criteria:</b><br/>For the written test, full marks are obtained if you do all the questions correctly.</p> <p><b>Form of Assessment :</b><br/>Participatory Activities, Tests</p> | 2 X 50 |  | <p><b>Material:</b> BK ABK at School<br/><b>Library:</b> Winkel, WS &amp; Hastuti, Sri. 2007. <i>Guidance and Counseling in Educational Institutions.</i> Yogyakarta: Media Abadi.</p> <p><b>Material:</b> Introduction to special children in special education<br/><b>References:</b> Hallahan and Kauffman. 1986. <i>Exceptional Children Introduction to Special Education.</i> New York: Prentice-Hall International Inc.</p> | 30% |
|----|-----|---|---|--------|--|--|-----|

#### Evaluation Percentage Recap: Case Study

| No | Evaluation                                      | Percentage |
|----|---|------------|
| 1. | Participatory Activities                        | 56.17%     |
| 2. | Project Results Assessment / Product Assessment | 1.67%      |
| 3. | Portfolio Assessment                            | 16.17%     |
| 4. | Test  | 25%        |
|    |   | 99.01%     |

#### 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.**