



**Universitas Negeri Surabaya
Faculty of Education,
Special Education Masters Study Program**

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date											
Early Intervention for Children with Special Needs	8610102011	Compulsory Curriculum Subjects - National	T=2	P=0	ECTS=4.48	1	July 17, 2024											
AUTHORIZATION		SP Developer	Course Cluster Coordinator			Study Program Coordinator												
				Prof. Dr. Siti Masitoh, M.Pd.												
Learning model	Case Studies																	
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																	
	Program Objectives (PO)																	
	PO - 1	Have sincerity, commitment and sincerity to develop the attitudes, values and abilities of students (especially for graduates of education programs).																
	PLO-PO Matrix																	
		P.O																
	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 the basic concepts of early intervention for children with special needs (understanding, objectives, benefits, functions and principles of early intervention for children with special needs), theories related to early intervention for children with special needs (ABK), characteristics of ABK and aspects of ABK that are early intervention is needed, scope, types of early intervention for ABK related to motor physical, pre-academic and academic, ADL/Activity Daily Living, adaptive behavior, psychosocial, learning difficulties, language, educational fields, etc. (physical development, language development, cognitive development, psychosocial development). problems of early intervention for ABK and parents involvement (parental involvement), referrals in early intervention for ABK, materials/materials and measurements for early intervention for ABK, identification and assessment in early intervention for ABK as the basis for early intervention for ABK, early intervention programs for ABK, conventional strategies, online learning-based strategies, methods, techniques, media (digital and non-digital), assistive technology in implementing early intervention for ABK and PDBK, drill method, remedial, applied behavior analysis, playing, music, sensory integration, scaffolding, task analysis, modeling, home programs, online learning, etc.; digital and non-digital media in the implementation/implementation of early intervention for ABK, solving problems of early intervention for ABK and GDPK through scientific work in the form of articles or other works, program practice related to early intervention for ABK and PDBK in schools (SLB, Inclusive Schools) and institutions that handle ABK and practical reports on early intervention programs for ABK and PDBK. Lecture activities are carried out using cooperative learning models, case studies, project based learning, problem based learning, collaborative, contextual.																	
References	Main :																	
	<ol style="list-style-type: none"> 1. Bagnato, S.J. 2007. Authentic Assessment for Early Childhood Intervention: Best Practices. New York: The Guilford Press A Division of Guilford Publications, Inc., www.guilford.com. 2. Bagaskorowati, R. 2007. Identifikasi, Asesmen, Intervensi Dini . Jakarta: Dirjend. Dikti Depdiknas. 3. Eaton, E. 2012. Early Intervention and Special Education. Fisher Digital Publications at St. John Fisher College , https://fisherpub.sjfc.edu/education_ETD_masters/285. 4. 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. 5. Sattler, Jerome, M. 2002. Assessment of Children Behavioral and Clinical Applications . San Diego: Jerome M. Sattler, Publisher, Inc. 6. Sunardi, Sunaryo. 2007. Intervensi Dini Anak Berkebutuhan Khusus. Jakarta: Dirjend. Dikti Depdiknas. 7. Widajati, W., Mahmudah, S. 2018. Metode ABA (Kiat Mengatasi Perilaku Anak). Surabaya: Unipress Unesa. 8. 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 																	
	Supporters:																	
Supporting lecturer	Prof. Dr. H. Murtadlo, M.Pd. Prof. Dr. Sujarwanto, M.Pd. Dr. H. Pamuji, M.Kes.																	
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	Can communicate the results of discussions about the basic concepts of early intervention for children with special needs (understanding, objectives, benefits, functions and principles of early intervention for children with special needs),	- Explain the meaning, objectives, benefits, functions and principles of early intervention for ABK -	Criteria: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done Form of Assessment : Participatory Activities	Case Study, Small Group Discussion, Cooperative Learning, Collaborative Learning 2 X 50		Material: Can communicate the results of discussions about the basic concepts of early intervention for children with special needs (understanding, objectives, benefits, functions and principles of early intervention for children with special needs), References: Nurakhmi, R., Santoso, YB, Pangestu, PD 2019. <i>Recognizing and Stimulating Children with Disabilities Disability Basic Guide for Parents, Families and Companions</i> . Jakarta: Ministry of Women's Empowerment and Child Protection.	3%
2	Can communicate the results of discussions about theories related to early intervention for children with special needs (ABK), characteristics of ABK and aspects of ABK that need early intervention	- Analyze theories related to early intervention for children with special needs (ABK) - Identify characteristics of ABK and aspects of ABK that need early intervention	Criteria: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done Form of Assessment : Participatory Activities	Case Study, Small Group Discussion, Cooperative Learning, Collaborative Learning 2 X 50		Material: Can communicate the results of discussions about theories related to early intervention for children with special needs (ABK), characteristics of ABK and aspects of ABK that need early intervention. Reference: 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.	2%
3	Can communicate the results of discussions regarding the scope, types of early intervention for ABK related to motor physical, pre-academic and academic, ADL/Activity Daily Living, adaptive behavior, psychosocial, learning difficulties, language, educational fields, etc. (physical development, language development, cognitive depsycho-social development), the problem of early intervention for ABK and parents involvement (parental involvement) development,	- Explain the scope and types of early intervention for ABK related to the fields of education, physical development, language development, cognitive development, psychosocial development - Analyze the problems of early intervention for ABK and parental involvement, referrals in early intervention for ABK	Criteria: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done Form of Assessment : Participatory Activities	Case Study, Small Group Discussion, Cooperative Learning, Collaborative Learning 2 X 50		Material: Can communicate the results of discussions regarding the scope, types of early intervention for ABK related to motor physical, pre-academic and academic, ADL/Activity Daily Living, adaptive behavior, psychosocial, learning difficulties, language, educational fields, etc. (physical development, language development, cognitive depsycho-social development), the problem of early intervention for ABK and parents involvement (parental involvement) development. Reference: Eaton, E. 2012. <i>Early Intervention and Special Education</i> . Fisher Digital Publications at St. John Fisher College, https://fisherpub.sjfc.edu/...	2%
4	Can communicate the results of discussions regarding referrals in early intervention for ABK, materials/ingredients and measurements of early intervention for ABK	- Explaining referrals in early intervention for ABK - Explaining materials/ingredients and measurements for early intervention for ABK	Criteria: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done Form of Assessment : Participatory Activities	Case Study, Small Group Discussion, Cooperative Learning, Collaborative Learning 2 X 50		Material: Meeting 4 References: Eaton, E. 2012. <i>Early Intervention and Special Education</i> . Fisher Digital Publications at St. John Fisher College, https://fisherpub.sjfc.edu/...	2%
5	Can communicate and produce identification instruments and assessment instruments as a basis for early intervention for ABK	- Explain the identification and assessment of early intervention for ABK - Create identification instruments and assessment instruments related to early intervention for ABK	Criteria: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done Form of Assessment : Participatory Activities	Case Study, Small Group Discussion, Cooperative Learning, Collaborative Learning, Problem Based Learning, Project Based Learning, Practice 2 X 50		Material: Meeting 5 References: Eaton, E. 2012. <i>Early Intervention and Special Education</i> . Fisher Digital Publications at St. John Fisher College, https://fisherpub.sjfc.edu/...	2%
6	Can communicate and produce early intervention programs with special needs (children with visual impairments, hearing impairments, intellectual impairments, physical motor impairments, learning difficulties, autism, and children with other special needs)	- Explaining the early intervention program for ABK - Creating an early intervention program for ABK (including: aspects to be intervened, objectives, media, materials, tools, time, place, steps, evaluation, follow-up) for children with visual impairments, hearing impairments, intellectual barriers, physical motor skills, learning difficulties, autism, and children with other special needs	Criteria: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done Form of Assessment : Participatory Activities	Case Study, Small Group Discussion, Cooperative Learning, Collaborative Learning, Problem Based Learning, Project Based Learning, Practice 2 X 50		Material: Meeting 6 References: Eaton, E. 2012. <i>Early Intervention and Special Education</i> . Fisher Digital Publications at St. John Fisher College, https://fisherpub.sjfc.edu/...	2%

7	Can communicate conventional strategies, online learning-based strategies, methods, techniques, media (digital and non-digital), assistive technology in implementing early intervention for ABK and GDPK, drill methods, remedial, applied behavior analysis, playing, music, sensory integration, scaffolding, task analysis, modeling, home program, online learning, etc.; digital and non-digital media in the implementation/implementation of early intervention for ABK	· Explain conventional strategies, online learning-based strategies, methods, techniques, media (digital and non-digital), assistive technology in the implementation of early intervention for ABK and GDPK · Analyze the importance of method strategies, media and assistive technology in early intervention for ABK - Explain the drill method, remedial, applied behavior analysis, playing, music, sensory integration, scaffolding, task analysis, modeling, home program, online learning, etc. in the implementation/implementation of early intervention for ABK	Criteria: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done Form of Assessment : Participatory Activities, Portfolio Assessment	Case Study, Small Group Discussion, Cooperative Learning, Collaborative Learning, Problem Based Learning 2 X 50	Material: meeting 7 References: Eaton, E. 2012. <i>Early Intervention and Special Education</i> . Fisher Digital Publications at St. John Fisher College, https://fisherpub.sjfc.edu/...	2%
8	Can take the Mid-Semester Exam (UTS)	Doing UTS assignments	Criteria: 1. The score obtained is divided by the maximum score multiplied by 100 2. Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done Form of Assessment : Test	Assignment 2 X 50	Material: test References: 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.	10%
9	Can design strategies based on online learning, methods, media (digital and non-digital) and assistive technology related to early intervention for ABK and GDPK	· Create a strategy design based on online learning, methods, media (digital and non-digital) and assistive technology in early intervention for ABK and GDPK	Criteria: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done Form of Assessment : Project Results Assessment / Product Assessment	Case Study, Small Group Discussion, Cooperative Learning, Collaborative Learning, Problem Based Learning, Project Based Learning, Practice 2 X 50	Material: Meeting 9 References: Eaton, E. 2012. <i>Early Intervention and Special Education</i> . Fisher Digital Publications at St. John Fisher College, https://fisherpub.sjfc.edu/...	5%
10	Can solve problems through scientific work in the form of articles or other works related to early intervention for ABK and PDBK	· Create scientific work in the form of articles or other works related to solving problems in early intervention for ABK and PDBK	Criteria: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done Form of Assessment : Project Results Assessment / Product Assessment	Small Group Discussion, Cooperative Learning, Collaborative Learning, Problem Based Learning, Project Based Learning, Practice 2 X 50	Material: meeting 10 References: 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.	5%
11	Can implement early intervention program practices for ABK and GDPK in schools (SLB, Inclusion Schools) and institutions that handle ABK related to the fields of education, physical development, language development, cognitive development, psychosocial development	Implement early intervention programs for ABK and GDPK in schools (SLB, Inclusion Schools) and institutions that handle ABK related to the fields of education, physical development, language development, cognitive development, psychosocial development	Criteria: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done Form of Assessment : Project Results Assessment / Product Assessment	Case Study, Collaborative Learning, Problem Based Learning, Practice 2 X 50	Material: meeting 11 References: Bagaskorowati, R. 2007. <i>Identification, Assessment, Early Intervention</i> . Jakarta: Director General. Higher Education Ministry of National Education.	10%
12	Can implement early intervention program practices for ABK and GDPK in schools (SLB, Inclusion Schools) and institutions that handle ABK related to the fields of education, physical development, language development, cognitive development, psychosocial development	Implement early intervention programs for ABK and GDPK in schools (SLB, Inclusion Schools) and institutions that handle ABK related to the fields of education, physical development, language development, cognitive development, psychosocial development	Criteria: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done Form of Assessment : Project Results Assessment / Product Assessment	Case Study, Collaborative Learning, Problem Based Learning, Practice 2 X 50	Material: Meeting 12 References: 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.	10%
13	Can implement early intervention program practices for ABK and GDPK in schools (SLB, Inclusion Schools) and institutions that handle ABK related to the fields of education, physical development, language development, cognitive development, psychosocial development	Implementing early intervention program practices for ABK and GDPK in schools (SLB, Inclusion Schools) and institutions that handle ABK related to the fields of education, physical development, language development, cognitive development, psychosocial development	Criteria: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done Form of Assessment : Project Results Assessment / Product Assessment	Case Study, Collaborative Learning, Problem Based Learning, Practice 2 X 50	Material: Meeting 13 References: Bagaskorowati, R. 2007. <i>Identification, Assessment, Early Intervention</i> . Jakarta: Director General. Higher Education Ministry of National Education.	10%

14	Can create and communicate program practice reports in schools (SLB, Inclusive Schools) and institutions that handle ABK and PDBK regarding early intervention for ABK and PDBK	Make reports on program practices in schools (SLB, Inclusive Schools) and institutions that handle ABK and PDBK regarding early intervention for ABK and PDBK	Criteria: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done Form of Assessment : Project Results Assessment / Product Assessment	Case Study, Collaborative Learning, Problem Based Learning, Project Based Learning, Practice 2 X 50		Material: Material 14 References: Eaton, E. 2012. <i>Early Intervention and Special Education</i> . Fisher Digital Publications at St. John Fisher College, https://fisherpub.sjfc.edu/...	10%
15	Can create and communicate practical videos/simulation programs in schools (SLB, Inclusive Schools) and institutions that handle ABK and PDBK regarding early intervention for ABK and PDBK	Make practical videos/simulations of programs in schools (SLB, Inclusive Schools) and institutions that handle ABK and GDPK related to early intervention for ABK and PDBK	Criteria: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done Form of Assessment : Project Results Assessment / Product Assessment	Case Study, Collaborative Learning, Problem Based Learning, Project Based Learning, Practice 2 X 50		Material: Meeting 15 References: Eaton, E. 2012. <i>Early Intervention and Special Education</i> . Fisher Digital Publications at St. John Fisher College, https://fisherpub.sjfc.edu/...	10%
16	Can do Final Semester Examination (UAS) assignments	Doing Final Semester Examination (UAS) assignments	Criteria: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done Form of Assessment : Test	Assignment 2 X 50		Material: Literature Test : Bagaskorowati, R. 2007. <i>Identification, Assessment, Early Intervention</i> . Jakarta: Director General. Higher Education Ministry of National Education.	15%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	14%
2.	Project Results Assessment / Product Assessment	60%
3.	Portfolio Assessment	1%
4.	Test	25%
		100%

Notes

- Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
- The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
- 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.
- 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.
- 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.
- 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.
- Forms of assessment:** test and non-test.
- Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
- Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
- Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- 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%.
- TM=Face to face, PT=Structured assignments, BM=Independent study.