	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
Information Processing Systems in Children with Special Needs	8620202395	Compulsory Study Program Subjects	**T=2**	**P=0**	**ECTS=3.18**	1	July 17, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
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Learning model	**Project Based Learning**	
Program Learning Outcomes (PLO)	**PLO study program which is charged to the course**	
	PLO-14	Mastering the basics of designing, implementing, assessing services for GDPK
	Program Objectives (PO)	
	PO - 1	Mastering knowledge about ABK information processing systems as basic knowledge in designing, implementing, assessing services for PDBK.
	PO - 2	Identify problems with ABK's information processing system
	PO - 3	explains support for students who have difficulty processing information
	PLO-PO Matrix	

P.O	PLO-14
PO-1	
PO-2	
PO-3	

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																

Short Course Description	This course provides students with: (1) knowledge about the structure and function of the brain related to learning and ABK information processing systems, and (2) skills in identifying problems and organizing alternative solutions to ABK information processing problems with appropriate learning strategies. The ABK information problems discussed in this lecture focus on individuals with brain disorders, namely ADHD, speech difficulties, reading difficulties, writing difficulties, mathematics difficulties, emotional behavioral disorders, autism spectrum, and intellectual disabilities. Lectures are carried out by utilizing science and technology and are student centered (student centered learning) through group discussions and problem-based learning (case study).	
References	**Main :**	

1. Fox, SI. 2003. Human Physiology, 8th ed. USA: The McGraw-Hill Company, Inc.
2. Ganong, WF. 2010. REview of Medical Physiology, 23rd ed. USA: The McGraw-Hill Company, Inc.
3. Gargiulo, RM. 2012. Special Education in Contemporary Society : an Introduction to Exceptionality , 4th ed. USA: Sage Publications, Inc.
4. Guyton, A.C. & Hall, J.E. 2006. Textbook of Medical Physiology, 11th ed. Philadelphia: Elsevier, Inc.
5. Organisation for Economic Cooperation and Development. Understanding The Brain: The Birth of a Learning Science, e-book.
6. Sousa, DA. 2016. How The Special Needs Brain Learns , 3rd ed. California: Corwin Press-A Sage Company.
7. Squire, L et al. 2008. Fundamental Neuroscience, 3rd ed. USA: Elsevier Inc.

Supporters:	
Supporting lecturer	dr. Febrita Ardianingsih, M.Si. Diah Anggraeny, S.Pd., M.Pd. Diah Ekasari, 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	students can describe the structure and function of the brain related to learning	explain the concept of information processing systems	**Criteria:** 1.Score 4 if done very well, 2.Score 3 if done well, 3.Score 2 if done sufficiently, 4.Score 1 if not done **Form of Assessment** : Participatory Activities	case study, Small Group Discussion 2 X 50		**Material:** information processing concept **Library:** *Organization for Economic Cooperation and Development. Understanding The Brain: The Birth of a Learning Science, e-book.* **Material:** information processing concept **References:** *Squire, L et al. 2008. Fundamentals of Neuroscience, 3rd ed. USA: Elsevier Inc.*	3%

2	students can describe the structure and function of the brain related to learning	describes the structure and function of sensory and motor organs related to learning	**Criteria:** 1. Score 4 if done very well, 2. Score 3 if done well, 3. Score 2 if done sufficiently, 4. Score 1 if not done **Form of Assessment** : Participatory Activities	case study, Small Group Discussion 2 X 50		**Material:** brain anatomy and function **References:** *Fox, SI. 2003. Human Physiology, 8th ed. USA: The McGraw-Hill Company, Inc.* **Material:** anatomy and function of the brain **Reference:** *Ganong, WF. 2010. Review of Medical Physiology, 23rd ed. USA: The McGraw-Hill Company, Inc.* **Material:** brain anatomy and function **References:** *Guyton, AC & Hall, JE 2006. Textbook of Medical Physiology, 11th ed. Philadelphia: Elsevier, Inc.*	3%
3	students can describe the structure and function of the brain related to learning	describe the structure and function of the exterior part of the brain related to learning	**Criteria:** 1. Score 4 if done very well, 2. Score 3 if done well, 3. Score 2 if done sufficiently, 4. Score 1 if not done **Form of Assessment** : Participatory Activities	case study, Small Group Discussion 2 X 50		**Material:** brain anatomy and function **References:** *Fox, SI. 2003. Human Physiology, 8th ed. USA: The McGraw-Hill Company, Inc.* **Material:** anatomy and function of the brain **Reference:** *Ganong, WF. 2010. Review of Medical Physiology, 23rd ed. USA: The McGraw-Hill Company, Inc.* **Material:** brain anatomy and function **References:** *Guyton, AC & Hall, JE 2006. Textbook of Medical Physiology, 11th ed. Philadelphia: Elsevier, Inc.*	3%

4	students can describe the structure and function of the brain related to learning	describe the structure and function of the interior parts of the brain related to learning	**Criteria:** 1. Score 4 if done very well, 2. Score 3 if done well, 3. Score 2 if done sufficiently, 4. Score 1 if not done **Form of Assessment** : Participatory Activities	case study, Small Group Discussion 2 X 50		**Material:** brain anatomy and function **References:** *Fox, SI. 2003. Human Physiology, 8th ed. USA: The McGraw-Hill Company, Inc.* **Material:** anatomy and function of the brain **Reference:** *Ganong, WF. 2010. Review of Medical Physiology, 23rd ed. USA: The McGraw-Hill Company, Inc.* **Material:** brain anatomy and function **References:** *Guyton, AC & Hall, JE 2006. Textbook of Medical Physiology, 11th ed. Philadelphia: Elsevier, Inc.*	3%
5	students can describe the structure and function of the brain related to learning	explain memory and its relationship to learning	**Criteria:** 1. Score 4 if done very well, 2. Score 3 if done well, 3. Score 2 if done sufficiently, 4. Score 1 if not done **Form of Assessment** : Participatory Activities	case study, Small Group Discussion 2 X 50		**Material:** brain anatomy and function **References:** *Fox, SI. 2003. Human Physiology, 8th ed. USA: The McGraw-Hill Company, Inc.* **Material:** anatomy and function of the brain **Reference:** *Ganong, WF. 2010. Review of Medical Physiology, 23rd ed. USA: The McGraw-Hill Company, Inc.* **Material:** brain anatomy and function **References:** *Guyton, AC & Hall, JE 2006. Textbook of Medical Physiology, 11th ed. Philadelphia: Elsevier, Inc.*	3%

6	Students are able to identify ABK information processing problems	1. describe the information processing system in ADHD children 2. identifying problems with the information processing system of children with ADHD	**Criteria:** 1. Score 4 if done very well, 2. Score 3 if done well, 3. Score 2 if done sufficiently, 4. Score 1 if not done **Form of Assessment** : Participatory Activities	problem based learning 2 X 50		**Material:** ABK information processing system **References:** *Sousa, DA. 2016. How the Special Needs Brain Learns, 3rd ed. California: Corwin Press-A Sage Company.*	4%
7	Students are able to identify ABK information processing problems	1. describe the information processing system in children with speech difficulties 2. identifying problems with the information processing system of children with speech difficulties	**Criteria:** 1. Score 4 if done very well, 2. Score 3 if done well, 3. Score 2 if done sufficiently, 4. Score 1 if not done **Form of Assessment** : Participatory Activities	problem based learning 2 X 50		**Material:** ABK information processing system **References:** *Sousa, DA. 2016. How the Special Needs Brain Learns, 3rd ed. California: Corwin Press-A Sage Company.*	4%
8	understand meeting material 1-7	explain the material for meetings 1-7	**Criteria:** score 0 - 100 **Form of Assessment** : Project Results Assessment / Product Assessment, Test	UTS 2 X 50		**Material:** ABK information processing system **References:** *Sousa, DA. 2016. How the Special Needs Brain Learns, 3rd ed. California: Corwin Press-A Sage Company.*	20%
9	Students are able to identify ABK information processing problems	1. describe the information processing system in children with reading difficulties 2. identifying information processing system problems in children with reading difficulties	**Criteria:** 1. Score 4 if done very well, 2. Score 3 if done well, 3. Score 2 if done sufficiently, 4. Score 1 if not done **Form of Assessment** : Participatory Activities	problem based learning 2 X 50		**Material:** ABK information processing **Reference:** *Sousa, DA. 2016. How the Special Needs Brain Learns, 3rd ed. California: Corwin Press-A Sage Company.*	4%
10	Students are able to identify ABK information processing problems	1. describe the information processing system in children with writing difficulties 2. Identifying information processing system problems in children with writing difficulties	**Criteria:** 1. Score 4 if done very well, 2. Score 3 if done well, 3. Score 2 if done sufficiently, 4. Score 1 if not done **Form of Assessment** : Participatory Activities	problem based learning 2 X 50		**Material:** ABK information processing **Reference:** *Sousa, DA. 2016. How the Special Needs Brain Learns, 3rd ed. California: Corwin Press-A Sage Company.*	4%

11	Students are able to identify ABK information processing problems	1. describe the information processing system in children with mathematics difficulties 2. Identifying information processing system problems in children with mathematics difficulties	**Criteria:** 1. Score 4 if done very well, 2. Score 3 if done well, 3. Score 2 if done sufficiently, 4. Score 1 if not done **Form of Assessment** : Participatory Activities	problem based learning 2 X 50		**Material:** ABK information processing **Reference:** *Sousa, DA. 2016. How the Special Needs Brain Learns, 3rd ed. California: Corwin Press-A Sage Company.*	4%
12	Students are able to identify ABK information processing problems	1. describe the information processing system in children with emotional and behavioral disorders 2. identifying information processing system problems in children with emotional and behavioral disorders	**Criteria:** 1. Score 4 if done very well, 2. Score 3 if done well, 3. Score 2 if done sufficiently, 4. Score 1 if not done **Form of Assessment** : Participatory Activities	problem based learning 2 X 50		**Material:** ABK information processing **Reference:** *Sousa, DA. 2016. How the Special Needs Brain Learns, 3rd ed. California: Corwin Press-A Sage Company.*	4%
13	Students are able to identify ABK information processing problems	1. describe the information processing system in children on the autism spectrum 2. identifying information processing system problems in children on the autism spectrum	**Criteria:** 1. Score 4 if done very well, 2. Score 3 if done well, 3. Score 2 if done sufficiently, 4. Score 1 if not done **Form of Assessment** : Participatory Activities	problem based learning 2 X 50		**Material:** ABK information processing system **References:** *Sousa, DA. 2016. How the Special Needs Brain Learns, 3rd ed. California: Corwin Press-A Sage Company.*	4%
14	Students are able to identify ABK information processing problems	1. describe the information processing system in children with intellectual disabilities 2. identifying information processing system problems in children with intellectual disabilities	**Criteria:** 1. Score 4 if done very well, 2. Score 3 if done well, 3. Score 2 if done sufficiently, 4. Score 1 if not done **Form of Assessment** : Participatory Activities	problem based learning 2 X 50		**Material:** ABK information processing system **References:** *Sousa, DA. 2016. How the Special Needs Brain Learns, 3rd ed. California: Corwin Press-A Sage Company.*	4%
15	understand support for students who have difficulty processing information	describes support for students who have difficulty processing information	**Criteria:** 1. Score 4 if done very well, 2. Score 3 if done well, 3. Score 2 if done sufficiently, 4. Score 1 if not done **Form of Assessment** : Participatory Activities	problem based learning 2 X 50		**Material:** support for PDBK. who have difficulty processing information **References:** *Sousa, DA. 2016. How the Special Needs Brain Learns, 3rd ed. California: Corwin Press-A Sage Company.*	3%

16	UAS	UAS	**Criteria:** score 0-100 **Form of Assessment** : Test	UAS 2 X 50		**Material:** ABK information processing system **References:** *Sousa, DA. 2016. How the Special Needs Brain Learns, 3rd ed. California: Corwin Press-A Sage Company.*	30%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	50%
2.	Project Results Assessment / Product Assessment	10%
3.	Test	40%
		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.