



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

Document Code

**SEMESTER LEARNING PLAN**

<b>Courses</b>	<b>CODE</b>	<b>Course Family</b>	<b>Credit Weight</b>	<b>SEMESTER</b>	<b>Compilation Date</b>																																																	
Learning in Children with Attention Deficit and Hyperactivity Disorders	8620202349	Compulsory Study Program Subjects	T=1 P=1 ECTS=3.18	3	July 17, 2024																																																	
<b>AUTHORIZATION</b>		<b>SP Developer</b>	<b>Course Cluster Coordinator</b>	<b>Study Program Coordinator</b>																																																		
		.....	.....	Dr. H. Pamuji, M.Kes.																																																		
<b>Learning model</b>	<b>Project Based Learning</b>																																																					
<b>Program Learning Outcomes (PLO)</b>	<b>PLO study program which is charged to the course</b>																																																					
	<b>PLO-7</b>	Skilled in logical thinking to solve problems in the field of special education according to their expertise based on scientific rules, procedures and ethics in order to produce solutions, ideas and designs.																																																				
	<b>PLO-9</b>	Identifying and assessing GDPK using various techniques and strategies.																																																				
	<b>Program Objectives (PO)</b>																																																					
	<b>PO - 1</b>	Identifying and assessing GDPK using various techniques and strategies.																																																				
	<b>PLO-PO Matrix</b>																																																					
		<table border="1" style="margin: auto;"> <tr> <td>P.O</td> <td>PLO-7</td> <td>PLO-9</td> </tr> <tr> <td>PO-1</td> <td></td> <td></td> </tr> </table>	P.O	PLO-7	PLO-9	PO-1																																																
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PO-1																																																						
<b>PO Matrix at the end of each learning stage (Sub-PO)</b>																																																						
	<table border="1" style="margin: auto;"> <tr> <td rowspan="2">P.O</td> <td colspan="16">Week</td> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td> </tr> <tr> <td>PO-1</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>	P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1																			
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<b>Short Course Description</b>	Through this course, learning children with attention deficit hyperactivity disorder is a course that provides students with understanding and knowledge, as well as experience about concepts, principles, classification, prevalence, causes, needs, and problems of children with emotional and behavioral disorders. Examining the curriculum, implementation of learning and learning principles for children with attention deficit hyperactivity disorder. Examining forms of planning and problem solving related to the education of children with attention deficit hyperactivity disorder. Manage learning processes and services both cooperatively and individually in class arrangement, media use, and developing learning topics for children with attention deficit hyperactivity disorder. Examining various ways of implementing learning and micro teaching services and being able to make decisions to find alternatives in solving educational problems for children with attention deficit hyperactivity disorder. Case study exercises to handle the communication, emotional and social learning behavior of children with attention deficit hyperactivity disorder. Lectures are carried out using a system of presentations, discussions, project assignments and reflection.																																																					
<b>References</b>	<b>Main :</b>																																																					
	<ol style="list-style-type: none"> <li>1. Cole, P.&amp; Lorna, Chan. 1990. Methods and Strategies for Special Education. Sydney : Prentice Hall Ltd.</li> <li>2. George J. DuPAUL and Gary Stoner; 1994. ADHD IN THE SCHOOLS Assessment and Intervention Strategies. New York : The Guilford Publications, Inc.</li> <li>3. Grant L. Martin; 1998. The Attention Deficit Child. USA : Published by Arrangement with Cook Communications Ministries 4050 Lee Vance View, Colorado Springs.</li> <li>4. Lou Anne Johnson; 2005. Teaching Outside the Box : How to Grab Your Students by Their Brains. San Fransisco : at Jossey-Bass a Wiley Impriat 989 Market Street.</li> <li>5. Riana Bagaskorowati;2010. Anak Beresiko Identifikasi, Asesmen dan Intervensi Dini. Bogor : Penerbit Ghalia Indonesia.</li> <li>6. Robb Flanagan LCPC; 2005. ADHD KIDS Attention Deficit Hyperactivity Disorder . University of Illinois : Firs Published by Kids Health Inc.</li> <li>7. Sri Joeda Andajani; 2019. Model Pembelajaran Anak Dengan Gangguan Pemusatan Perhatian dan Hiperaktif . Surabaya: Penerbit University Press Surabaya.</li> </ol>																																																					
	<b>Supporters:</b>																																																					
<b>Supporting lecturer</b>	Prof. Dr. H. Murtadlo, M.Pd. Dr. H. Pamuji, M.Kes. Prof. Dr. Hj. Sri Joeda Andajani, M.Kes. Ni Made Marlin Minarsih, S.Pd., M.Pd.																																																					
<b>Week-</b>	<b>Final abilities of each learning</b>	<b>Evaluation</b>	<b>Help Learning, Learning methods, Student Assignments, [ Estimated time ]</b>	<b>Learning materials [ References ]</b>	<b>Assessment Weight (%)</b>																																																	

	stage (Sub-PO)	Indicator	Criteria & Form	Offline (offline)	Online (online)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Understand the basic concepts of children with emotional behavioral disorders Understand the principles, classification, prevalence, causes, needs, problems of children with emotional behavioral disorders	<ol style="list-style-type: none"> <li>1. Identifying the concept of children with emotional behavioral disorders</li> <li>2. Identifying the principles of children with emotional behavioral disorders</li> <li>3. Describe the classification, prevalence, causes of children with emotional behavioral disorders</li> <li>4. Describe the learning needs of children with attention deficit hyperactivity disorder based on expert opinion</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Score 4 if done very well</li> <li>2. Score 3 if done well</li> <li>3. Score 2 if done sufficiently</li> <li>4. Score 1 if not done</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities</p>	Structured lectures Giving group assignments Discussions between students. 2 X 50		<p><b>Material:</b> Understand the basic concepts of children with emotional behavioral disorders. Understand the principles, classification, prevalence, causes, needs, problems of children with emotional behavioral disorders. <b>References:</b> George J. DuPAUL and Gary Stoner; 1994. <i>ADHD IN THE SCHOOLS Assessment and Intervention Strategies</i>. New York : The Guilford Publications, Inc.</p>	3%
2	Understand the basic concepts of children with emotional behavioral disorders Understand the principles, classification, prevalence, causes, needs, problems of children with emotional behavioral disorders	<ol style="list-style-type: none"> <li>1. Identifying the concept of children with emotional behavioral disorders</li> <li>2. Identifying the principles of children with emotional behavioral disorders</li> <li>3. Describe the classification, prevalence, causes of children with emotional behavioral disorders</li> <li>4. Describe the learning needs of children with attention deficit hyperactivity disorder based on expert opinion</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Score 4 if done very well</li> <li>2. Score 3 if done well</li> <li>3. Score 2 if done sufficiently</li> <li>4. Score 1 if not done</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities</p>	Structured lectures Giving group assignments Discussions between students. 2 X 50		<p><b>Material:</b> Material 2 <b>Reference:</b> Cole, P. &amp; Lorna, Chan. 1990. <i>Methods and Strategies for Special Education</i>. Sydney : Prentice Hall Ltd.</p>	2%
3	Understand the basic concepts of children with emotional behavioral disorders Understand the principles, classification, prevalence, causes, needs, problems of children with emotional behavioral disorders	<ol style="list-style-type: none"> <li>1. Identifying the concept of children with emotional behavioral disorders</li> <li>2. Identifying the principles of children with emotional behavioral disorders</li> <li>3. Describe the classification, prevalence, causes of children with emotional behavioral disorders</li> <li>4. Describe the learning needs of children with attention deficit hyperactivity disorder based on expert opinion</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Score 4 if done very well</li> <li>2. Score 3 if done well</li> <li>3. Score 2 if done sufficiently</li> <li>4. Score 1 if not done</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities</p>	Structured lectures Giving group assignments Discussions between students. 2 X 50		<p><b>Material:</b> Material 3 <b>References:</b> Cole, P. &amp; Lorna, Chan. 1990. <i>Methods and Strategies for Special Education</i>. Sydney : Prentice Hall Ltd.</p>	2%

4	Understand the curriculum, learning implementation and learning evaluation results for children with attention deficit hyperactivity disorder.	<ol style="list-style-type: none"> <li>1.Explains the curriculum for children with attention deficit hyperactivity disorder</li> <li>2.Explain the aims of the curriculum for children with attention deficit hyperactivity disorder</li> <li>3.Explaining strategies for implementing learning for children with attention deficit and hyperactivity</li> <li>4.Explains how to analyze the results of evaluating the behavior of children with attention deficit disorder and hyperactivity</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.Score 4 if done very well</li> <li>2.Score 3 if done well</li> <li>3.Score 2 if done sufficiently</li> <li>4.Score 1 if not done</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities</p>	Structured lectures Giving group assignments Discussions between students. 2 X 50		<p><b>Material:</b> Material 4 <b>Bibliography:</b> <i>George J. DuPAUL and Gary Stoner; 1994. ADHD IN THE SCHOOLS Assessment and Intervention Strategies. New York ; The Guilford Publications, Inc.</i></p>	2%
5	Understand the curriculum, learning implementation and learning evaluation results for children with attention deficit hyperactivity disorder.	<ol style="list-style-type: none"> <li>1.Explains the curriculum for children with attention deficit hyperactivity disorder</li> <li>2.Explain the aims of the curriculum for children with attention deficit hyperactivity disorder</li> <li>3.Explaining strategies for implementing learning for children with attention deficit and hyperactivity</li> <li>4.Explains how to analyze the results of evaluating the behavior of children with attention deficit disorder and hyperactivity</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.Score 4 if done very well</li> <li>2.Score 3 if done well</li> <li>3.Score 2 if done sufficiently</li> <li>4.Score 1 if not done</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities, Portfolio Assessment</p>	Structured lectures Giving group assignments Discussions between students. 2 X 50		<p><b>Material:</b> Material 5 <b>Bibliography:</b> <i>George J. DuPAUL and Gary Stoner; 1994. ADHD IN THE SCHOOLS Assessment and Intervention Strategies. New York ; The Guilford Publications, Inc.</i></p>	2%
6	Understand various forms of planning and problem solving related to the education of children with attention deficit hyperactivity disorder.	<ol style="list-style-type: none"> <li>1.Explain the form of planning in dealing with children with attention deficit hyperactivity disorder</li> <li>2.Explains how to solve children's problems with attention deficit hyperactivity disorder</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.Score 4 if done very well</li> <li>2.Score 3 if done well</li> <li>3.Score 2 if done sufficiently</li> <li>4.Score 1 if not done</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities</p>	Structured lectures Giving group assignments Discussions between students. 2 X 50		<p><b>Material:</b> Material 6 <b>Bibliography:</b> <i>Grant L. Martin; 1998. The Attention Deficit Child. USA : Published by Arrangement with Cook Communications Ministries 4050 Lee Vance View, Colorado Springs.</i></p>	2%
7	Understand how to analyze assessment results for children with attention deficit hyperactivity disorder Understand the picture of assessment results for children with attention deficit hyperactivity disorder	<ol style="list-style-type: none"> <li>1.Analyzing the results of assessments of children with attention deficit hyperactivity disorder</li> <li>2.Explain the description of the results of the assessment of children with attention deficit hyperactivity disorder</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.Score 4 if done very well</li> <li>2.Score 3 if done well</li> <li>3.Score 2 if done sufficiently</li> <li>4.Score 1 if not done</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities</p>	Structured lectures Giving individual assignments Discussions between students Presentation of assignment results 2 X 50		<p><b>Material:</b> Material 7 <b>Bibliography:</b> <i>Grant L. Martin; 1998. The Attention Deficit Child. USA : Published by Arrangement with Cook Communications Ministries 4050 Lee Vance View, Colorado Springs.</i></p>	2%

8	MIDTERM EXAM	MIDTERM EXAM	<b>Criteria:</b> MIDTERM EXAM  <b>Form of Assessment :</b> Test	MID SEMESTER EXAMINATION 2 X 50		<b>Material:</b> Material 1-7 <b>Bibliography:</b> Grant L. Martin; 1998. <i>The Attention Deficit Child. USA :</i> Published by Arrangement with Cook Communications Ministries 4050 Lee Vance View, Colorado Springs.	10%
9	Handling fighting behavior, defiance, anger and tantrums by utilizing science and technology as a tool in understanding children with attention deficit hyperactivity disorder	1.Explains how to deal with fighting and oppositional behavior in children with attention deficit hyperactivity disorder 2.Describe forms of dealing with anger and tantrum temperament in children with attention deficit hyperactivity disorder	<b>Criteria:</b> 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  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	Structured lectures Giving group assignments Discussions between students. 2 X 50		<b>Material:</b> Material 9 <b>Bibliography:</b> Lou Anne Johnson; 2005. <i>Teaching Outside the Box: How to Grab Your Students by Their Brains.</i> San Francisco : at Jossey-Bass a Wiley Impriat 989 Market Street.	5%
10	Handling fighting behavior, defiance, anger and tantrums by utilizing science and technology as a tool in understanding children with attention deficit hyperactivity disorder	1.Explains how to deal with fighting and oppositional behavior in children with attention deficit hyperactivity disorder 2.Describe forms of dealing with anger and tantrum temperament in children with attention deficit hyperactivity disorder	<b>Criteria:</b> 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  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	Structured lectures Giving group assignments Discussions between students. 2 X 50		<b>Material:</b> Material 10 <b>Bibliography:</b> Lou Anne Johnson; 2005. <i>Teaching Outside the Box: How to Grab Your Students by Their Brains.</i> San Francisco : at Jossey-Bass a Wiley Impriat 989 Market Street.	5%
11	Overcoming education by utilizing science and technology as a tool in understanding academic learning difficulties in terms of cognitive, skills and attitudes of children with attention deficit hyperactivity disorder	Explains how to deal with children with attention deficit disorder and hyperactivity who have difficulty in academic areas in terms of cognitive, skills and attitudes	<b>Criteria:</b> 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  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	Structured lectures Giving group assignments Discussions between students. 2 X 50		<b>Material:</b> Material 11 <b>Bibliography:</b> Lou Anne Johnson; 2005. <i>Teaching Outside the Box: How to Grab Your Students by Their Brains.</i> San Francisco : at Jossey-Bass a Wiley Impriat 989 Market Street.	10%
12	Overcoming education by utilizing science and technology as a tool in understanding academic learning difficulties in terms of cognitive, skills and attitudes of children with attention deficit hyperactivity disorder	Explains how to deal with children with attention deficit disorder and hyperactivity who have difficulty in academic areas in terms of cognitive, skills and attitudes	<b>Criteria:</b> 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  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	Structured lectures Giving group assignments Discussions between students. 2 X 50		<b>Material:</b> Material 12 <b>Bibliography:</b> Riana Bagaskorowati:2010. <i>Children at Risk Identification, Assessment and Early Intervention.</i> Bogor: Ghalia Indonesia Publisher.	10%

13	Understanding children with attention deficit disorder and hyperactivity by addressing communication, emotional and social learning behavior in the environment	<ol style="list-style-type: none"> <li>1.Explains strategic forms of learning intervention for learning behavior</li> <li>2.Explains strategic forms of learning intervention for communication.</li> <li>3.Explains strategic forms of learning intervention to control emotions.</li> <li>4.Explaining strategic forms of learning intervention for the social behavior of children with attention deficit hyperactivity disorder</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.Score 4 if done very well</li> <li>2.Score 3 if done well</li> <li>3.Score 2 if done sufficiently</li> <li>4.Score 1 if not done</li> </ol> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	Structured lectures Class discussions. E-learning 2 X 50		<p><b>Material:</b> Material 13</p> <p><b>Bibliography:</b> <i>Riana Bagaskorowati:2010. Children at Risk Identification, Assessment and Early Intervention. Bogor: Ghalia Indonesia Publisher.</i></p>	10%
14	Understanding children with attention deficit disorder and hyperactivity by addressing communication, emotional and social learning behavior in the environment	<ol style="list-style-type: none"> <li>1.Explains strategic forms of learning intervention for learning behavior</li> <li>2.Explains strategic forms of learning intervention for communication.</li> <li>3.Explains strategic forms of learning intervention to control emotions.</li> <li>4.Explaining strategic forms of learning intervention for the social behavior of children with attention deficit hyperactivity disorder</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.Score 4 if done very well</li> <li>2.Score 3 if done well</li> <li>3.Score 2 if done sufficiently</li> <li>4.Score 1 if not done</li> </ol> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	Structured lectures Class discussions. E-learning 2 X 50		<p><b>Material:</b> Material 14</p> <p><b>Bibliography:</b> <i>Riana Bagaskorowati:2010. Children at Risk Identification, Assessment and Early Intervention. Bogor: Ghalia Indonesia Publisher.</i></p>	10%
15	Understanding children with attention deficit disorder and hyperactivity by addressing communication, emotional and social learning behavior in the environment	<ol style="list-style-type: none"> <li>1.Explains strategic forms of learning intervention for learning behavior</li> <li>2.Explains strategic forms of learning intervention for communication.</li> <li>3.Explains strategic forms of learning intervention to control emotions.</li> <li>4.Explaining strategic forms of learning intervention for the social behavior of children with attention deficit hyperactivity disorder</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.Score 4 if done very well</li> <li>2.Score 3 if done well</li> <li>3.Score 2 if done sufficiently</li> <li>4.Score 1 if not done</li> </ol> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	Structured lectures Class discussions. E-learning 2 X 50		<p><b>Material:</b> Material 15</p> <p><b>Bibliography:</b> <i>Sri Joeda Andajani; 2019. Learning Model for Children with Attention Deficit and Hyperactivity Disorders. Surabaya: Publisher University Press Surabaya.</i></p>	10%

16	FINAL EXAMS	FINAL EXAMS	<b>Criteria:</b> FINAL EXAMS  <b>Form of Assessment :</b> Test	FINAL EXAMINATION OF SEMESTER 2 X 50		<b>Material:</b> Material 1-15 <b>Bibliography:</b> Robb Flanagan LCPC; 2005. ADHD KIDS Attention Deficit Hyperactivity Disorder. University of Illinois : First Published by Kids Health Inc.	15%
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#### Evaluation Percentage Recap: Project Based Learning

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** 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.
- 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.