

SEMESTER LESSON PLAN (RPS)

Orientation, Mobility, Social and Communication (CSOM)



Lecturer:

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DEPARTMENT OF SPECIAL EDUCATION

FACULTY OF EDUCATION

INDONESIAN UNIVERSITY OF EDUCATION

2023

	SEMESTER LESSON PLAN	Doc No. : RPS-FIP-PKh No. 031
		Revision : 00
	Orientation, Mobility, Social and Communication (CSOM)	Date
		Pages: 1-21
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Lecturer	TPK Study Program	Head of Special Education Department
SEMESTER LESSON PLAN 1. Course Identity Nama Program Studi : Special Education Course Name: Orientation, Mobility, Social and Communication (OMSK)		

Course Code : KH 405

Subject Group : Study Program Expertise Subjects (MKKPS)

Credit weight : 3 credits

Level : S1

Semester : Odd

Pre-Prerequisite : Introduction to Orientation, Mobility, Social and Communication (OMSK)

Status (required/optional) : Required

Lecturer name and code : Dr. Neni Meiyani, M.Pd. Code: 1162

2. Course Description

This Orientation, Mobility, Social and Communication (OMSK) course provides insight and skills to students for application in the field to understand special programs for students with visual impairments in special schools and schools that provide inclusive education. Therefore, Orientation, Mobility, Social and Communication for children with visual impairments need to be introduced to students, so that students can practice special programs OMSK. Understanding and skills that must be mastered about Concept development for children with visual impairments, development of motor coordination for children with visual impairments, use of alert companion techniques by carrying canes, embossed map making, use of cane techniques indoors and outdoors, learning daily life for children with visual impairments, Development communication for children with visual impairments, as well as being able to practice assessment, program preparation, compiling learning tools and carrying out special learning programs for the development of Orientation, Mobility, Social and Communication (OMSK) for children with visual impairments.

3. Learning Outcomes of the Referred Study Program (CPPS)

KU5 is able to make decisions appropriately in the context of solving problems in the field of education specifically, based on the results of information analysis and data from the field

KK5 Able to plan, implement and evaluate on various special education services both in segregative and inclusive systems.

4. Course Learning Outcomes (CPM)

S8 Internalize academic values, norms, and ethics

S9 Show an attitude of responsibility for work in their field of expertise independently

P2 Mastering the principles, techniques of planning, management and educational theories to support Learning for all types of children with special needs

KU5 is able to make decisions appropriately in the context of solving problems in the field of education specifically, based on the results of information analysis and data from the field

KK5 Able to plan, implement and evaluate on various special education services both in segregative and inclusive systems.

KK9 Has the ability to provide guidance to both parents and children with special needs .

5. Description of the Learning Plan

Pert	Indicators of Course Learning Achievement	Study Material	Forms of Learning	Time	Assignments and Assessments	Reference
1	1. Understand the concepts and problems for children with visual impairments 2. Understand the role of concept development in orientation and mobility 3. Understand the types and groupings of concepts 4. Preparation of concept development	Concept development for children with visual impairments On-Line Learning Resources Available Material : Text Slide (ppt) Audio, Video	- Material presentation, discussion, question and answer and assignment to understand Concept development for children with visual impairments - Expository, Discussion, Reference Review, Assignment, Sequential and Inquiry Learning	3x50 Minute	Task : Practice questions Valuation: - Oral Q&A	Reference Codes Referenced: 1-8

Pert	Indicators of Course Learning Achievement	Study Material	Forms of Learning	Time	Assignments and Assessments	Reference
	assessment instruments for children with visual impairments 5. Implementation of concept development assessment for children with visual impairments.					
2	1. Understand the motor skills of children with visual impairments 2. Understand the causes of delayed motor development of children with visual impairments	Motor development for children with visual impairments	- Material presentation, discussion, question and answer and assignment to understand Motor development for children with visual impairments	3x50 minutes	Valuation: - Practice questions - Oral Q&A	Reference Codes Referenced: 1-8

Pert	Indicators of Course Learning Achievement	Study Material	Forms of Learning	Time	Assignments and Assessments	Reference
	3. Understand the motor development of children with visual impairments 4. Preparation of motor development assessment instruments for children with visual impairments 5. Implementation of motor development assessment for children with visual impairments		- Expository, Discussion, Reference Review, Assignment, Sequential and Inquiry Learning			
3 - 5	1. Understand the parts, functions and specifications of sticks in orientation and mobility	Use of cane techniques in orientation and mobility for	- Material presentation, simulation, demonstration, Exercise, discussion,	3x50 minutes	Valuation: - practice questions - Q&A	Reference Codes Referenced: 1-8

Pert	Indicators of Course Learning Achievement	Study Material	Forms of Learning	Time	Assignments and Assessments	Reference
	2. Understand and be skilled in how to hold a stick. 3. Skilled in performing and using the technique of carrying and laying sticks in the escort technique. (Understand and skillfully perform and use basic techniques of sticking and detecting objects (Basic techniques stick and detect objects: a. How to hold, how to move and coordinate the movement of the stick with	children with visual impairments	FAQs and assignments to understand usage Stick Techniques in Orientation and Moosibility for Children with visual impairment - Exercise, Simulation, Demonstration, Expository, Discussion, Reference Review, Assignment, Sequencial and Inquiry Learning			

Pert	Indicators of Course Learning Achievement	Study Material	Forms of Learning	Time	Assignments and Assessments	Reference
	ADHP steps in running; b. Technique of detecting objects with sticks) 4. Understand and skillfully use stick techniques in space (Stick techniques in space include: a. The technique of crossing the body crossing sticks; b. Tracing technique with sticks; c. Going up and down stairs with a cane), 5. Understand and skillfully use the outdoor stick technique. (Outdoor					

Pert	Indicators of Course Learning Achievement	Study Material	Forms of Learning	Time	Assignments and Assessments	Reference
	stick technique: a. Technique Touch; b. Two-touch technique; c. Touch and slide techniques; d. Techniques for crossing roads. 6. Skilled in traveling using outdoor stick techniques (Practice traveling using techniques sticks outdoors by applying touch techniques, two-touch techniques, touch and sliding techniques, as well as road crossing techniques)					

Pert	Indicators of Course Learning Achievement	Study Material	Forms of Learning	Time	Assignments and Assessments	Reference
	7. Understand and be skilled in traveling traveling using stick techniques to familiar objects by using orientation skills. 8. Develop assessment instruments using cane techniques for children with visual impairments 9. Learning the use of stick techniques in orientation and moosibility for children with barriers vision					
6	1. Understand self-care activities	Activities of Daily Living (ADL) for	Material presentation, simulation,	3x50 minutes	Assignment: Practice questions	Reference Codes Referenced: 1-8

Pert	Indicators of Course Learning Achievement	Study Material	Forms of Learning	Time	Assignments and Assessments	Reference
	for children with visual impairments 2. Understand bathroom activities for children with visual impairments 3. Understand bedroom activities for children with visual impairments 4. Understand activities in the feeding place for children with visual impairments 5. Understand activities in the kitchen for children with visual impairments 6. Understanding reproductive health	children with visual impairments	demonstration, Exercise, discussion, Questions and answers and assignments to understand learning Activities of Daily Living (ADL) for Children with visual impairments		Valuation: - FAQs	

Pert	Indicators of Course Learning Achievement	Study Material	Forms of Learning	Time	Assignments and Assessments	Reference
	for children with visual impairments 7. Understand the use of alternative techniques in activities of daily living for children with barriers vision 8. Develop an assessment instrument for activities of daily living (ADL) for children with Vision impairment 9. Implementation of assessment of activities of daily living (ADL) for children with obstacles					

Pert	Indicators of Course Learning Achievement	Study Material	Forms of Learning	Time	Assignments and Assessments	Reference
	vision 10. Understand learning with task analysis (task analysis)					
7	1. Understand written communication skills for children with visual impairments 2. Understand expressive communication skills for children with visual impairments 3. Understand the skills of using communication tools and technology for children with visual impairments	Communication development learning for children with visual impairments	Material presentation, simulation, demonstration, exercise, discussion, question Answers and assignments to understand learning Communication Development for Children with Vision Impairments	3x50 minutes	Assignment: Practice questions Valuation: -Q&A	Reference Codes Referenced: 1-8

Pert	Indicators of Course Learning Achievement	Study Material	Forms of Learning	Time	Assignments and Assessments	Reference
	4. Develop communication development instruments for children with visual impairments 5. Understand communication development learning for children with visual impairments					
8	Students are able to compile assessment instruments and carry out assessments for children with obstacles vision	Midterm Exam	Assignment	3x50 minutes		
9	1. Students are able to assess the development of	Field study of assessment of the development of	Field Studies	3x50 minutes	- Practicum assessment	Reference Codes Referenced: 1-8

Pert	Indicators of Course Learning Achievement	Study Material	Forms of Learning	Time	Assignments and Assessments	Reference
	CSOM for children with visual impairments. 2. Students are able to analyze data on the results of the OMSK assessment of children with visual impairments 3. Students are able to make profiles about the development ability of CSOs for children with visual impairments. 4. Students are able to design OMSK programs for children with visual impairments.	CSOM development of children with visual impairments				

Pert	Indicators of Course Learning Achievement	Study Material	Forms of Learning	Time	Assignments and Assessments	Reference
10-11	1. Students are able to present the results of the assessment of the development of CSOM for children with visual impairments in profile form. 2. Students are able to explain the implications of the assessment results into a child OMSK development program by Vision impairment 3. Students are able to explain the OMSK program for	Presentation of assessment results, program design and learning implementation tools (RPP) for the development of CSOM	Through blended learning	3x50 minutes	Assessment practicum	Reference Codes Referenced: 1-8

Pert	Indicators of Course Learning Achievement	Study Material	Forms of Learning	Time	Assignments and Assessments	Reference
	children with visual impairments in accordance with the cases taken. 4. Students are able to compile learning implementation tools (RPP) for the development of OMSK in accordance with the subject taken based on the results of the assessment					
12-15	1. Students practice the implementation of the OMSK development program for children	Practice of implementing the CSOM development program for children with visual impairments	Through face-to-face	3x50 minutes	- Intervention practicum	Reference Codes Referenced: 1-8

Pert	Indicators of Course Learning Achievement	Study Material	Forms of Learning	Time	Assignments and Assessments	Reference
	with visual impairments 2. Students analyze the results of the implementation at each meeting and are evaluated for the next session.					
16	SEMESTER FINAL EXAM					

6. List ofReferences

1. Hill, E. and Ponder, P. (1976). Orientation and Mobility Techniques. New York: American Foundation for the Blind.
2. Hosni, I. (1994). Orientation and Mobility in Relation to Natural Science Teaching. Teacher Training Development Center IPA, Directorate General of Education and Culture of the Ministry of Education and Culture. Bandung. Unpublished.
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4. Ministry of Education and Culture. (2014). Specialty Development Program. Guidelines for the Development of Mobility, Social and Communication Orientation for Blind Learners. Jakarta: Ministry of Culture for Primary and Secondary Education.
5. Kingsley, M. (1999). The Effect of Visual Loss, in Visual Impairment (editors: Mason & McCall). GBR: David Fulton, Publisher.
6. Massof, R.W. (2003). Auditory Assistive Devices for The Blind. Proceedings of the 2003 International Conference on Auditory Display.
7. Munandar, D. R., et al. (2009). Orientation and Mobility Teaching Materials (Teacher Guidelines). Bandung: West Java Provincial Government, Dinas Education, the field of extraordinary education.
8. Murakami, T., Theibaud M., Helen. (1990). Assisting The Blind Traveler. Saitama, Japan: Japan Association for Behcet's Disease.

