

	<b>Sociology, Social Work, &amp; Family Sciences</b>  <b>CHD 3055 - Development of Special Needs Children</b>  <b>3 Units</b>
Spring 2022	

<b>Meeting days: MWF</b>	<b>Instructor title and name: Prof. Susan DeCristofaro Rogers</b>
<b>Meeting times: 1:30-2:25 PM</b>	<b>Phone: 619-849-2245</b>
<b>Meeting location: Evans Hall 121</b>	<b>Email: srogers@pointloma.edu</b>
<b>Final Exam: Wednesday, May 4, 1:30-4:00 PM</b>	<b>Office location and hours: Evans Hall 102; Hours posted on door</b>

### PLNU Mission

#### To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

### COURSE DESCRIPTION

The study of strategies of guiding children with special needs. The role of the adults influencing the child's social, emotional, cognitive and physical growth and development are investigated. Family systems theories and educational methods, environments and programs are explored as it relates to the special needs child's developmental stages. A wide variety of children's exceptionalities are included giftedness, physical challenges, learning disabilities, and behavior disorders. Observation, field experiences, and visitations to community educational facilities are required. Fifteen hours for field experience.

Prerequisite(s): CHD 1020 or CHD 1050, or consent of instructor.

### COURSE LEARNING OUTCOMES

1. Identify and describe the common physical, mental, social and emotional disabilities and developmental dysfunctions.
2. Recognize environmental influences on children with special needs.
3. Describe the varying assessments available to determine the particular needs of children with special needs.

4. Investigate special education programs and curriculum available for children with special needs.
5. Evaluate the effects of family systems and cultural patterns on disabled children.
6. Define the role of the educators and parents in inclusion setting.
7. Identify community programs, resources and agencies available to assist the special needs child and its family.
8. Recognize academic strengths and weaknesses, perceptual characteristics, and preferred learning styles of persons with disabilities.
9. Investigate brain-compatible learning issues, learning styles, and theory of intelligence.
10. Compare differences and similarities of persons with disabilities and non-disabled persons.

## **REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES**

Hunt, N. & Marshall, K. (2012). **Exceptional Children and Youth**. Cengage Learning.

## **ASSESSMENT AND GRADING⊗**

Grades will be based on the following:

### **Standard Grade Scale Based on Percentages**

<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>F</b>
A 93-100	B+ 87-89	C+ 77-79	D+ 67-69	F Less than 59
A- 90-92	B 83-86	C 73-76	D 63-66	
	B- 80-82	C- 70-72	D- 60-62	

### **Assignments:**

- Reflective Journal 50 points each/total 100 points
- Parent and Family Resource Manuel and Training 100 points
- Media Review 15 points each/total 60 points
- Field Work 50 points
- Exams 80 points each/total 320 points
- Final Project 150 points

TOTAL 780 points

### **EXAMS:**

Four exams will be given during the semester. Students absent the day of the exam will be given a grade of zero for the exam unless arrangements had been made with instructor. (80 points each)

## **REFLECTIVE JOURNAL:**

Part 1: Document all observations/participation in a personal journal of how it is affecting you. What are you learning, thinking...? Interview an adult with a disability. Interview a parent with a child with a disability OR attend a parent education meeting.

Use fieldwork observation/participation form to document hours.

Part 2: Reflective Writing. To be kept on all speakers and class activities

(50 points each for a total of 100 points)

## **PARENT AND FAMILY RESOURCE MANUAL AND TRAINING:**

Each student will have an assigned disability. Design a resource guide for parents of children with the disability you have been assigned. The resource guide needs to have definitions and terms, list of San Diego resources, research supported intervention, ways of meeting needs of siblings, annotated bibliography of children and parent resources, a video made to persuade viewers in a method of instruction or a viewpoint. Each student will orally present their parent resource manual to the class (provide a few extra copies). This needs to be interactive, creative and designed to meet needs of the adult learner. (100 points)

## **MEDIA REVIEW:**

Review four different media portrayals of individuals with disabilities. Films and books are acceptable. This should be done on the book/film report form. (60 points)

## **FIELD WORK:**

### **Part #1 of Reflective Journal**

Complete 15 hours of observation/participation with a (n) exceptional student(s) or person(s) with a disability. Use fieldwork observation/participation form to document hours. (50 points) Including Reflective PowerPoint 1-2 slides of field work. Participate in a parent education meeting focusing on your assigned disability OR include interview of an adult with your assigned disability OR interview a parent with a child with a disability.

## **FINAL PROJECT:**

To be announced. (150 points)

## **STATE AUTHORIZATION⊗**

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical

location. Refer to the map on [State Authorization](#) to view which states allow online (distance education) outside of California.

## **INCOMPLETES AND LATE ASSIGNMENTS**

All assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted in Canvas. Incompletes will only be assigned in extremely unusual circumstances.

## **PLNU COPYRIGHT POLICY ☼**

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

## **PLNU ACADEMIC HONESTY POLICY ☼**

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

## **PLNU ACADEMIC ACCOMMODATIONS POLICY ☼**

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities. Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center ([EAC@pointloma.edu](mailto:EAC@pointloma.edu) or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will issue an academic accommodation plan ("AP") to all faculty who teach courses in which the student is enrolled each semester.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course and/or if they do not wish to utilize some or all of the elements of their AP in that course.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC.

## **PLNU ATTENDANCE AND PARTICIPATION POLICY ☼**

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation.

## **SPIRITUAL CARE**

Please be aware PLNU strives to be a place where you grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith.

If students have questions, a desire to meet with the chaplain or have prayer requests you can contact the [Office of Spiritual Development](#).

## **ASSIGNMENTS AT-A-GLANCE**

Assignments are posted in Canvas.

## CHD 3055 Family Resource

	<b>Strong Professional Impact (5 pts)</b>	<b>Good Professional Impact (4 pts)</b>	<b>Some Professional Impact (3 pts)</b>	<b>Minimal Professional Impact (2 pts)</b>
<b>APPEARANCE OF RESOURCE GUIDE FOR PARENTS OF A CHILD WITH A DISABILITY</b>	Sections professional in appearance and present information in clear and easy to follow manner • Free of spelling errors • Uniform use of font, text size, and headings throughout • Images and attachments have accompanying reflective narrative	Section appearance is adequate	Some sections lack professional appearance	Unprofessional appearance
<b>PERSUASIVE VIDEO: 2-3 MINUTES</b>	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the video. Language in video is appropriate to audience. The video is creative and memorable.	Language choices are thoughtful and generally support the effectiveness of the video. Language in video is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the video. Language in video is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the video. Language in video is not appropriate to audience.
<b>ORAL DELIVERY OF RESOURCE GUIDE</b>	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.

<b>DEFINITION AND TERM</b> <i>Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).</i>	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).
<b>PROVIDE AN ANNOTATED LIST OF SAN DIEGO RESOURCES: 6-8 SOURCES</b>	Chooses a variety of information sources appropriate to the scope of the disability. Select sources after considering the importance of the multiple criteria used.	Chooses a variety of information sources appropriate to the scope of the disability. Selects sources using multiple criteria.	Chooses a variety of information sources. Selects sources using basic criteria (such as relevance to the disability).	Chooses a few information sources. Selects sources using limited criteria.
<b>FAMILY RESOURCES OF PEER-REVIEWED RESEARCH</b> <i>Provide parents with useful, easy to read, summarized and cited research</i>	Synthesizes in-depth information from relevant sources representing various points of view/approaches.	Presents in-depth information from relevant sources representing various points of view/approaches.	Presents information from relevant sources representing limited points of view/ approaches.	Presents information from irrelevant sources representing limited points of view/ approaches.
<b>FAMILY RESOURCE MANUAL SIBLING PAGE</b> <i>Include ways to meet needs of siblings in an inclusive fashion and cite sources</i>	Accesses information using effective, well-designed search strategies and most appropriate information sources.	Accesses information using variety of search strategies and some relevant information sources. Demonstrates ability to refine search.	Accesses information using simple search strategies, retrieves information from limited and similar sources.	Accesses information randomly, retrieves information that lacks relevance and quality.
<b>ANNOTATED BIBLIOGRAPHY</b> <i>At least two parent resource books and two children's books</i>	Summaries are accurate, evaluation addresses validity of source and usefulness for assignment is included for every source	One component of the annotation is missing or very limited in several citations	One component of the annotation is missing in many citations	Little or no information specific to the source is included

Name \_\_\_\_\_ Date \_\_\_\_\_

[illegible]