Sociology, Social Work, and Family Sciences

CHD 3055 – Development of Special Needs Children

3 Units

Spring 2026

Meeting days/times: Mondays and Wednesdays, 1:30-2:25 PM

Meeting location: Taylor Hall 312

Final Exam: Friday, May 8, 1:30-4:00 PM

INFORMATION	SPECIFICS FOR THE COURSE
Instructor title and name:	Dr. Susan DeCristofaro Rogers
Phone:	619-849-2245
Email:	srogers@pointloma.edu
Office location and hours:	Evans Hall 102; hours by appointment

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.

Program and 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

Students are responsible for having the required course textbooks prior to the first day of class.

All supplemental materials posted on this course site (including articles, book excerpts, or other documents) are provided for your personal academic use. These materials may be protected by copyright law and should not be duplicated or distributed without permission of the copyright owner.

Hardman, M. L., Egan, M. W., & Drew, C. J. (2017). Human Exceptionality: School, Community, and Family. Cengage Learning.

Assessment and Grading

Grades will be based on the following:

Standard Grade Scale Based on Percentages

A	B	C	D	F
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
- Group and Individual Family Packet 80 points (60 points Individual; 20 points Group)
- Media Review 15 points each/total 60 points
- Field Work 50 points
- Exams 80 points each/total 320 points
- Final Project 150 points

TOTAL 760 points

EXAMS:

Four exams will be given during the semester. Students absent on the day of the exam will be given a grade of zero for the exam unless arrangements have been made with the 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 - GROUP ASSIGNMENT:

Each group 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, a list of San Diego resources, research supported intervention, ways of meeting needs of siblings, an annotated bibliography of children and parent resources, a video made to persuade viewers in a method of instruction or a viewpoint. Each group 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 an exceptional student(s) or person(s) with a disability. Use the 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 an 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)

Final Examination Policy

Successful completion of this class requires taking the final examination on its scheduled day. The final examination schedule is posted on the Traditional Undergraduate Records: Final Exam Schedules site. If you find yourself scheduled for three (3) or more final examinations on the same day, you are authorized to contact each professor to arrange a different time for one of those exams. However, unless you have three (3) or more exams on the same day, no requests for alternative final examinations will be granted.

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.

Spiritual Care

Please be aware that 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 you have questions, a desire to meet with the chaplain, or have prayer requests, you can contact your professor or the Office of Spiritual Life and Formation.

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 Recording Notification

In order to enhance the learning experience, please be advised that this course may be recorded by the professor for educational purposes, and access to these recordings will be limited to enrolled students and authorized personnel.

Note that all recordings are subject to copyright protection. Any unauthorized distribution or publication of these recordings without written approval from the University (refer to the Dean) is strictly prohibited.

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. For all student appeals, faculty and students should follow the procedures outlined in the University Catalog. See Academic Policies for definitions of kinds of academic dishonesty and for further policy information.

Artificial Intelligence (AI) Policy

You are allowed to use Artificial Intelligence (AI) tools (e.g., ChatGPT, Gemini Pro 1.5, GrammarlyGo, Perplexity, etc.) to generate ideas, but you are not allowed to use AI tools to generate content (text, video, audio, images) that will end up in any work submitted to be graded for this course. If you have any doubts about using AI, please gain permission from the instructor.

PLNU Academic Accommodations Policy

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities in accordance with the Americans with Disabilities Act (ADA). Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will work with the student to create an Accommodation

Plan (AP) that outlines allowed accommodations. The EAC makes accommodations available to professors at the student's request.

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. Accommodations are not retroactive, so clarifying with the professor at the outset is one of the best ways to promote positive academic outcomes.

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 ensure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC. Students cannot assume that because they had accommodations in the past, their eligibility at PLNU is automatic. All determinations at PLNU must go through the EAC process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any special accommodations.

Language and Belonging

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars, we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice-free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

If you (or someone you know) has experienced a bias incident regarding language, you can find more information on reporting and resources at www.pointloma.edu/bias.

Sexual Misconduct and Discrimination

In support of a safe learning environment, if you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that accommodations and resources are available through the Title IX Office at pointloma.edu/Title-IX. Please be aware that under Title IX of the Education Amendments of 1972, faculty and staff are required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at counselingservices@pointloma.edu or find a list of campus pastors at pointloma.edu/title-ix.

If you (or someone you know) has experienced other forms of discrimination or bias, you can find more information on reporting and resources at www.pointloma.edu/bias

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 withdrawal date or, after that date, receive an "F" grade.

Loma Writing Center

The Loma Writing Center exists to help all members of the PLNU community cultivate transferable writing skills to engage their academic, professional, personal, and spiritual communities. We work toward this goal by conducting one-on-one consultation sessions, supporting writing education across the PLNU community, and participating in ongoing writing center research.

Getting feedback from the Loma Writing Center while you're in the process of working on an assignment is a great way to improve the quality of your writing and develop as a writer. You are encouraged to talk with a trained writing consultant about getting started on an assignment, organizing your ideas, finding and citing sources, revising, editing for grammar, polishing final drafts, and more. For information about how to make in-person or online appointments, see the Loma Writing Center webpage or visit the Loma Writing Center on the first floor of the Ryan Library, room 221.

- Appointment Calendar: https://plnu.mywconline.com/
- Website: https://www.pointloma.edu/centers-institutes/loma-writing-center
- Email: writingcenter@pointloma.edu

Assignments At-A-Glance

Assignments are posted in Canvas.

Lomabooks Instructions for Students:

This course is part of our course material delivery program, **LomaBooks***. The bookstore will provide each student with a convenient package containing all required physical materials; all digitally delivered materials will be integrated into Canvas.*

You should have received an email from the bookstore confirming the list of materials that will be provided for each of your courses and asking you to select how you would like to receive any printed

components (in-store pick up or home delivery). If you have not done so already, please confirm your fulfillment preference so the bookstore can prepare your materials.

For more information about **LomaBooks,** *please go HERE*

Point Loma Nazarene University
Sociology, Social Work, and Family Sciences
CHD 3055 – Development of Special Needs Children

Name _____ Date _____

DATE	ACTIVITY/EXPERIENCE	O=Observation P=Participation	Community-Based-C Inclusive Setting-IN SpEd Setting-SE Home Setting-HM Private Agency-PR Nonpublic Sch-NPS Hospital/Clinic-H One-on-One-O	TOTAL HOURS