

Spring 2020

Meeting days: Mondays, Wednesdays, and Fridays	Instructor title and name: Prof. Susan DeCristofaro Rogers
Meeting times: 1:30 PM – 2:25 PM	Phone: 619-849-2245
Meeting location: Evans Hall 121	E-mail: srogers@pointloma.edu
Final Exam: Friday, May 8, 1:30 – 4:30 PM	Office location and hours: Evans Hall 102; Hours posted on door

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.

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.

COURSE SCHEDULE AND ASSIGNMENTS

DATE PRESENTED	CLASS CONTENT OR ASSIGNMENT	ASSIGNMENT DUE DATE
Tuesday, January 14	Welcome: Overview of Course Introduction to Special Education: The Special Needs Child	
Wednesday, January 15	Pros and Cons of Labeling: Past and Present Chapters 1 and 2 Hunt	
Friday, January 17	Group Day Activity Labeling	
Monday, January 20	Martin Luther King Jr. Day (No Classes)	
Wednesday, January 22	Individualized Education Chapters 1 and 2 Hunt	
Friday, January 24	Risk Factors and Early Intervention Chapter 3 Hunt	
Monday, January 27	Family Systems Chapter 4 Hunt	
Wednesday, January 29	Family Systems	
Friday, January 31	Test 1 on Chapters 1-4	
Monday, February 3	Gifted Parent and Family Resources Chapter 14 Guest	
Wednesday, February 5	Project Plan	
Friday, February 7	Children with Learning Disabilities Chapter 5 Hunt	
Monday, February 10	Dyslexia Chapter 5 Hunt	
Wednesday, February 12	Learning Disabilities Dyslexia Activity Day	
Friday, February 14	DVD 3802 Educating Peter	
Monday, February 17	Children with Intellectual Disabilities Chapter 6	
Wednesday, February 19	Down Syndrome Guest Speaker	

Friday, February 21	Children with Severe Disabilities, Effects on Family/Teaching Strategies Chapter 7	
Monday, February 24	Profound Intellectual Disabilities Guest	
Wednesday, February 26	Test 2 on Chapters 5-7; 14	
Friday, February 28	Children with Behavior Disorders/Anxiety Chapter 8	Reflective Journal Final Project Presentation
Monday, March 2	ADHD and Parenting Activity	
Wednesday, March 4	Children with Autism Spectrum Disorder/Asperger's	
Friday, March 6	Autism Guest Speaker	
March 9-13	Spring Break Week	
Monday, March 16	Children with Autism Spectrum Disorder Asperger's Guest	
Wednesday, March 18	Presentations of Family Resources	Family Resources Due
Friday, March 20	Presentations of Family Resources	Family Resources Due
Monday, March 23	Presentations of Family Resources	Family Resources Due
Wednesday, March 25	Autism Spectrum Disorder Retts	
Friday, March 27	Research Day	
Monday, March 30	Children with Communication Disorders Chapter 10 DVD 0153 Overcoming Children's Language Problems	
Wednesday, April 1	Phonological Awareness/Language Delay 2 Media Reviews Due	2 Media Reviews Due
Friday, April 3	Test 3 on Chapters 8-10 Hunt	
Sunday, April 5	Movie Night – Easter Egg Stuffing	
Monday, April 6	Children Who Are Deaf and Hard of Hearing Chapter 11 Guest	
Tuesday, April 7	Down Syndrome Easter Egg Hunt 3:00 PM – 7:00 PM	
Wednesday, April 8	Conductive Hearing Loss Sensorineural Hearing Loss Guest	
April 9-13	Easter Recess	
Wednesday, April 15	Children Who Are Blind or Have Low Vision Chapter 12 DVD 0156 Overcoming Problems with Speech, Hearing and Vision	

Friday, April 17	Children Who Have Low Vision/Children Who Are Blind Chapter 12 Guest	Media Review Due
Monday, April 20	Children with Physical Disabilities and Health Impairments Chapter 13 Lab Activity	Reflective Journal Due
Wednesday, April 22	Activity Day	
Friday, April 24	Reflective Journal Collection	Present 1 Reflective PowerPoint of Field Hours
Monday, April 27	Semester in Review Present 1 Reflective PowerPoint of Field Hours	Take Home Test 4 on Chapters 11-13 Due; 2 Media Reviews Due
Wednesday, April 29	Test 4 Chapters 11-13	
Friday, May 1	Research Day	
Friday, May 8	FINAL EXAM 1:30 PM – 4:00 PM Final Project Presented	Final Project Due

REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

Hunt, Nancy and Marshall, Kathleen Exceptional Children and Youth (5th Ed). Houghton Mifflin Company 2012

ASSESSMENT AND GRADING

Assignments: <ul style="list-style-type: none"> • 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	Grade scale: <table style="width: 100%; border: none;"> <tr> <td>A=93-100</td> <td>C=73-76</td> </tr> <tr> <td>A-=92-90</td> <td>C-=70-72</td> </tr> <tr> <td>B+=87-89</td> <td>D+=67-69</td> </tr> <tr> <td>B=83-86</td> <td>D=63-66</td> </tr> <tr> <td>B-=80-82</td> <td>D-=60-62</td> </tr> <tr> <td>C+=77-79</td> <td>F=0-59</td> </tr> </table>	A=93-100	C=73-76	A-=92-90	C-=70-72	B+=87-89	D+=67-69	B=83-86	D=63-66	B-=80-82	D-=60-62	C+=77-79	F=0-59
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B-=80-82	D-=60-62												
C+=77-79	F=0-59												

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)

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.

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 [Class Schedules](#) site. No requests for early examinations or alternative days will be approved.

NOTE: The following policies are to be used without changes:

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

While all students are expected to meet the minimum standards for completion of this course as established by the instructor, students with disabilities may require academic adjustments, modifications or auxiliary aids/services. At Point Loma Nazarene University (PLNU), these students are requested to register with the Disability Resource Center (DRC), located in the Bond Academic Center. (DRC@pointloma.edu or 619-849-2486). The DRC's policies and procedures for assisting such students in the development of an appropriate academic adjustment plan (AP) allows PLNU to comply with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Section 504 (a) prohibits discrimination against students with special needs and guarantees all qualified students equal access to and benefits of PLNU programs and activities. After the student files the required documentation, the DRC, in conjunction with the student, will develop an AP to meet that student's specific learning needs. The DRC will thereafter email the student's AP to all faculty who teach courses in which the student is enrolled each semester. The AP must be implemented in all such courses.

If students do not wish to avail themselves of some or all of the elements of their AP in a particular course, it is the responsibility of those students to notify their professor in that course. PLNU highly recommends that

DRC students speak with their professors during the first two weeks of each semester about the applicability of their AP in that particular course and/or if they do not desire to take advantage of some or all of the elements of their AP in that course.

PLNU ATTENDANCE AND PARTICIPATION POLICY

Regular and punctual attendance at all classes is considered essential to optimum academic achievement. If the student is absent from more than 10 percent of class meetings, the faculty member can file a written report which may result in 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. See [Academic Policies](#) in the Undergraduate Academic Catalog.

FCS355 Family Resource

	Strong Professional Impact (5 pts)	Good Professional Impact (4 pts)	Some Professional Impact (3 pts)	Minimal Professional Impact (2 pts)
APPEARANCE OF RESOURCE GUIDE FOR PARENTS OF A CHILD WITH A DISABILITY	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
PERSUASIVE VIDEO: 2-3 MINUTES	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.
ORAL DELIVERY OF RESOURCE GUIDE	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.
DEFINITION AND TERM <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).

<p>PROVIDE AN ANNOTATED LIST OF SAN DIEGO RESOURCES: 6-8 SOURCES</p>	<p>Chooses a variety of information sources appropriate to the scope of the disability. Select sources after considering the importance of the multiple criteria used.</p>	<p>Chooses a variety of information sources appropriate to the scope of the disability. Selects sources using multiple criteria.</p>	<p>Chooses a variety of information sources. Selects sources using basic criteria (such as relevance to the disability).</p>	<p>Chooses a few information sources. Selects sources using limited criteria.</p>
<p>FAMILY RESOURCES OF PEER-REVIEWED RESEARCH <i>Provide parents with useful, easy to read, summarized and cited research</i></p>	<p>Synthesizes in-depth information from relevant sources representing various points of view/approaches.</p>	<p>Presents in-depth information from relevant sources representing various points of view/approaches.</p>	<p>Presents information from relevant sources representing limited points of view/ approaches.</p>	<p>Presents information from irrelevant sources representing limited points of view/ approaches.</p>
<p>FAMILY RESOURCE MANUAL SIBLING PAGE <i>Include ways to meet needs of siblings in an inclusive fashion and cite sources</i></p>	<p>Accesses information using effective, well-designed search strategies and most appropriate information sources.</p>	<p>Accesses information using variety of search strategies and some relevant information sources. Demonstrates ability to refine search.</p>	<p>Accesses information using simple search strategies, retrieves information from limited and similar sources.</p>	<p>Accesses information randomly, retrieves information that lacks relevance and quality.</p>
<p>ANNOTATED BIBLIOGRAPHY <i>At least two parent resource books and two children's books</i></p>	<p>Summaries are accurate, evaluation addresses validity of source and usefulness for assignment is included for every source</p>	<p>One component of the annotation is missing or very limited in several citations</p>	<p>One component of the annotation is missing in many citations</p>	<p>Little or no information specific to the source is included</p>

