EDSP 201 501-13 Special Education: Introduction to the Emotionally Disturbed Child

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fishercb@xavier.edu

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Day & Time: Independent Study. (See attached Course Calendar/ Canvas Website)
Dates & Location:
Instructor: Christopher Briggs Fisher (P); XU Special Education Office Phone (513) 745-3485
E-mail: Fishercb@xavier.edu (Mail Location 7321)
Office Hours: By appointment only.

**COURSE DESCRIPTION:** An introductory course presenting mental health issues and conditions related to the learning process in educational and community settings. Students will learn the diagnostic process for the proper identification of mental health and learning disorders with a focus on Autism Spectrum Disorders, Emotional Disturbance, and high incidence disabilities such as Specific Learning Disabilities. Students will be introduced to current education and mental health research based best practice interventions that includes strategies that can be utilized in educational and community settings. In addition, students will receive an overview of brain based research as it relates to mental health and learning. Required Field Observation is 5 hours.

**REQUIRED TEXT** Cooley, Myles L. Teaching Kids with Mental Health and Learning Disorders in the Regular Classroom. Free Spirit Publishing, Inc., 2007. For additional resources and updated text information Go to: [www.xavier.bkstr.com](http://www.xavier.bkstr.com)

**IMPORTANT NOTE*** Please be sure that you carefully and thoroughly read all the assigned chapters in your text books. The material in you text book may be covered in the exams you will take to qualify for your teaching license. If you do no fully understand certain material addressed in your textbooks and those details specifically covered during class time, it is your responsibility to ask the instructor to clarify that information or suggest possible resources.

**COMMUNICATION**
This is very important! Like you, I have a responsibility to this learning situation. Please feel free to contact me at any reasonable time at work or through the Special Education Department. If life circumstances interfere with class performance, requirements or attendance, contact me immediately. Individual needs will be addressed. Communication is necessary and expected.

Any student who feels s/he may need an accommodation based on the impact of a documented disability should contact the instructor personally to discuss the specific needs. Please also contact the Learning Assistance Center at 513-745-3280 on the Fifth Floor of Conaton Learning Commons to coordinate reasonable accommodations.
Course learning objectives (core knowledge and skills that students should develop from this course):

Describe the role of schools in addressing mental health and learning disorders.

Describe the Individuals with Disabilities Education Act and how it continues to change special education services in schools. Describe Section 504 of the Rehabilitation Act of 1973.

Describe how to assess student needs including how to identify students who may need academic help, emotional support, or behavioral interventions.

Describe effective classroom policies and procedures, including effective classroom management guidelines, setting consistent rules, and positive, proactive disciplinary techniques.

Describe effective teaching strategies for meeting diverse student needs including incorporating best practices for motivating all students to learn.

Describe how to make students feel respected, valued, and safe.

Describe how to build social skills in students, how to foster social development in children and how social skill development affects mental health and learning disorders.

Describe the classification system used for categorizing conditions discussed in class from the Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (DSM-5).

Describe characteristics of children and adolescents with learning disabilities and emotional disturbances.

Define learning disability and emotional disturbance.

Define the following disorders to a parent or guardian and describe researched based best practice interventions for home, school or community settings:

Anxiety Disorders: (a) Generalized Anxiety Disorder, (b) Obsessive Compulsive Disorder, (c) Social Anxiety Disorder, (d) Post Traumatic Stress Disorder. Mood Disorders: (e) Adjustment Disorder with Depressed Mood, (f) Dysthymia, (g) Major Depression, (h) Bipolar Disorder. Communication Disorders: (i) Receptive Language Disorder, (j) Expressive Language Disorder, (k) Stuttering, (l) Pragmatic Language Disorder. Learning Disabilities: (m) Reading Disability (including Dyslexia), (n) Math Disability, (o) Writing Disability, and (p) Nonverbal Learning Disability. Attention Deficit Hyperactivity Disorders: (q) Attention Deficit Hyperactivity Disorder Predominantly Hyperactive-Impulsive Type, (r) Attention Deficit Hyperactivity Disorder Predominantly Inattentive Type, (s) Attention Deficit Hyperactivity Disorder, Combined Type. Disruptive Behavior Disorders: (t) Oppositional Defiant Disorder and (u) Conduct Disorder. (v) Autism Spectrum Disorders. Tic Disorders: (w) Tourette Syndrome. Eating Disorders: (x) Anorexia and Bulimia. (y) Suicidal behavior. (z)Schizophrenia.

Discuss brain based research as it relates to mental health and learning.

Discuss the issues and trends related to inmates with mental illness in the Ohio prison system.
<table>
<thead>
<tr>
<th>Student Outcomes</th>
<th>Assessment</th>
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</table>
| **CEC #1:** Candidates understands the field as an evolving and changing discipline based on philosophies, evidence-based principles and theories, relevant laws and policies, diverse and historical points of view, and human issues that have historically influenced and continue to influence the field of special education, mental health, and the education and treatment of individuals with exceptional needs both in school and society. Candidates use this knowledge as a ground upon which to construct their own personal understandings and philosophies of researched based best practices in special education and mental health. | Mid Term Exam  
Final Exam  
Required Readings  
Professional Article Reviews  
Reflection Threads |
| **OSTP 7.1:** Candidates understand, uphold and follow professional ethics, policies and legal codes of professional conduct.  
**OSTP 7.3:** Candidates take responsibility for engaging in continuous, purposeful professional development. | |
| **CEC#3:** Candidates understand the effects that mental health conditions and exceptional learning needs can have on an individual's academic and social functioning in school and the community throughout life. They understand that the beliefs, traditions, and values across and within cultures can affect relationships among and between students, their families, and the community.  
**OSTP1.4** Candidates model respect for students' diverse cultures, language skills and experiences.  
**OSTP 1.5** Candidates recognize characteristics of students with disabilities, students with mental health conditions, and at-risk students in order to assist in appropriate identification, instruction, and intervention. | Professional Article Reviews  
Blackboard Discussion Forums  
Required Readings  
Mid Term Exam  
Final Exam |
| **CEC#5:** Candidates actively create learning environments for individuals with mental health conditions and exceptional learning needs that foster cultural understanding, safety and emotional well-being, and positive social interactions. Candidates help their general education colleagues integrate individuals with mental health conditions and exceptional learning needs in regular environments and engage them in meaningful learning activities and interactions. Candidates use practical strategies for teaching and supporting students with mental health conditions and exceptional learning needs.  
**OSTP1.4** Candidates model respect for students' diverse cultures, language skills and experiences.  
**OSTP 1.5** Candidates recognize characteristics of gifted students, students with disabilities, students with mental health conditions, and at-risk students in order to assist in appropriate identification, instruction, and intervention.  
**OSTP 2.2** Candidates understand and use specific instructional and research based mental health best practice techniques to effectively teach the central concepts and skills of the discipline. | Brochure  
Book  
Reflection Threads |
CEC#10: Candidates are a resource to their colleagues in understanding the laws and policies relevant to Individuals with mental health conditions and exceptional learning conditions. They use collaboration to facilitate the successful transitions of individuals with Exceptional Learning Needs across settings and services.

OSTP6.3 Candidates collaborate effectively with other teachers, administrators and school and district staff.

OSTP6.4 Candidates collaborate effectively with the local community and community agencies when and where appropriate, to promote a positive environment for student learning.

<table>
<thead>
<tr>
<th>Required 5 hour Field Observation</th>
<th>Brochure</th>
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<tbody>
<tr>
<td></td>
<td>Professional Article Reviews</td>
</tr>
<tr>
<td>Date</td>
<td>COURSE ACTIVITIES</td>
</tr>
<tr>
<td>------------</td>
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<tr>
<td>June 23</td>
<td><strong>Introductions, Discuss Syllabi, course expectations, online requirements. Smartbrief.com. Bloom’s Taxonomy. Graduate Requirements. Nonfiction/ fiction novel requirement</strong>&lt;br&gt;Field Observation Requirements (FBI, BCI)</td>
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<td></td>
<td><strong>Course introductions/ Autism The Role of Schools in Addressing Mental Health and Learning Disorders.</strong></td>
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<tr>
<td></td>
<td><strong>Anxiety Disorders- Generalized Anxiety Disorder, Obsessive Compulsive Disorder, Social Anxiety Disorder.</strong></td>
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<td></td>
<td><strong>Post-Traumatic Stress Disorder, Panic Disorder, School Refusal</strong></td>
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<td></td>
<td><strong>Mid Term Exam</strong></td>
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<td></td>
<td><strong>Introduce Brochures</strong>&lt;br&gt;In-Class Personal Reflection Prompt**</td>
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<td><strong>Review Exam / Brain Based Research</strong></td>
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<td></td>
<td><strong>Mood Disorders, Depressive Disorders, Bipolar Disorder</strong></td>
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<td></td>
<td><strong>Communication Disorders- Articulation Disorders, Receptive and Expressive Language Disorders, Stuttering, Pragmatic Language Disorder</strong></td>
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<td></td>
<td><strong>Learning Disabilities- Reading Disability, Math Disability, Writing Disability, Nonverbal Learning Disability</strong></td>
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<td></td>
<td><strong>Attention Deficit Hyperactivity Disorder, Disruptive Behavior Disorders.</strong></td>
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<td></td>
<td><strong>Autism Spectrum Disorders, Tic Disorders</strong></td>
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<td></td>
<td><strong>CDC Autism Article Review</strong></td>
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<td></td>
<td><strong>Schizophrenia Brochures Due</strong></td>
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<td></td>
<td><strong>The New Asylums (Mental Illness/ Ohio Prison system)</strong></td>
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<tr>
<td></td>
<td><strong>Final Exam</strong></td>
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<tr>
<td></td>
<td><strong>Scheduled observation time.</strong></td>
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</table>
CEC Code of Ethics for Educators of Persons with Exceptionalities

We declare the following principles to be the Code of Ethics for educators of persons with exceptionalities. Members of the special education profession are responsible for upholding and advancing these principles. Members of The Council for Exceptional Children agree to judge and be judged by them in accordance with the spirit and provisions of this Code.

1. Special education professionals are committed to developing the highest educational and quality of life potential of individuals with exceptionalities.
2. Special education professionals promote and maintain a high level of competence and integrity in practicing their profession.
3. Special education professionals engage in professional activities which benefit individuals with exceptionalities, their families, other colleagues, students, or research subjects.
4. Special education professionals exercise objective professional judgment in the practice of their profession.
5. Special education professionals strive to advance their knowledge and skills regarding the education of individuals with exceptionalities.
6. Special education professionals work within the standards and policies of their profession.
7. Special education professionals seek to uphold and improve where necessary the laws, regulations, and policies governing the delivery of special education and related services and the practice of their profession.
8. Special education professionals do not condone or participate in unethical or illegal acts, nor violate professional standards adopted by the Delegate Assembly of CEC.

ASSIGNMENTS AND TESTS
All work must comply with the Academic Honesty Policy stated in the Xavier University Catalog. Cheating or copying of another’s work will not be tolerated in any way and will result in an automatic grade of F for the assignment/course. Please refer to the Academic Honesty Policy for further clarification.

The policy is located at [http://www.xavier.edu/library/help/academic_honesty.cfm](http://www.xavier.edu/library/help/academic_honesty.cfm). Assignments are due on posted calendar dates or dates adjusted during class times. Assignments are “on time” if they are turned in during class time or posted on line during the course class time. Course assignments and requirements may be changed to meet the needs of the students and/or the instructor.

CLASS PARTICIPATION AND ATTENDANCE
It is expected that all students will read all assigned materials and professionally contribute/participate in class discussions. The instructor will not lecture from the assigned readings. The purpose of these readings is to assist the students in their process of being able to discuss professionally the issues and areas of curriculum, instructional planning/implementation, intervention, identification and evidenced based best practice techniques. (OSTP1.4 Candidates model respect for students’ diverse cultures, language skills and experiences. OSTP 1.5 Candidates recognize characteristics of students with disabilities, students with mental health conditions, and at-risk students in order to assist in appropriate identification, instruction, and intervention.)

Distracting behaviors such as, texting, talking and unrelated computer use during class are not acceptable and will reduce your participation grade. Class attendance is required and an essential part of the course. Failing to attend, to be tardy, to leave early and/or not participate in class discussions will affect your grade. Attendance/Participation 10 points

<table>
<thead>
<tr>
<th>10 possible points</th>
<th>Unprofessional Quality</th>
<th>Needs Improvement</th>
<th>Acceptable Quality</th>
<th>Professional Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td>Absent more than two times results in withdrawal from class (i.e., third absence)</td>
<td>Absent 1-2 times &amp;/or 3 tardies (10 minutes); &amp;/or other behaviors such as sleeping and/or inattentive in class; obvious lack of participation in group (0 points)</td>
<td>One absence; two tardies (10 minutes); &amp;/or frequently disengaged in group discussions, rarely asks questions or volunteers information (1-3 )</td>
<td>One absence; one tardy (10 minutes); and mostly attentive with some hesitation, occasionally asks questions or volunteers information. (4-7)</td>
<td>No absence; is attentive and participates in group discussions, frequently asks questions or volunteers information. (8-10 points)</td>
</tr>
</tbody>
</table>
**IMPORTANT NOTE**
Please be sure that you carefully and thoroughly read all the assigned chapters in your textbooks. The material in your textbook may be covered in the tests you will take to qualify for your teaching license. If you do not fully understand certain material addressed in your textbooks and those details specifically covered during class time, it is your responsibility to ask the instructor to clarify that information or suggest outside resources.

**COURSE ASSIGNMENTS**
1. Professional Article Review(s)
From the A-T list below you will select three recently published journal, magazine, or newspaper articles. In writing you will:

1) Describe the resource. Describe why you chose the disability/disorder and the article; AND describe any previous experiences you have had with the disability/disorder.

2) Summarize the article in detail, including a detailed description of the unique characteristics of the students/children with the disabilities, mental health conditions or at risk students/children and describe the effectiveness of the instruction, and or intervention process. (OSTP 1.5 Candidates recognize characteristics of students with disabilities, students with mental health conditions, and at-risk students in order to assist in appropriate identification, instruction, and intervention.)

3) Discuss in detail the educational and mental health implications of the article, demonstrating your understanding of the unique strengths and weaknesses or needs of the student/children. Include specific references related to their unique needs, culture, language skills, and personal experiences. (OSTP1.4 Candidates model respect for students’ diverse cultures, language skills and experiences.) Use additional resources if necessary to support your opinions and conclusions.

4) Evaluate the article, including your opinion and why or why you would not recommend this article to a colleague. Provide specific examples and support your opinion.

**Professional Article Review(s) Rubric (5 points each, 15 total points).**

<table>
<thead>
<tr>
<th>Completeness of Written Summary</th>
<th>Article review written in proper paragraph format (12 point font, 1-2 inch margins, typed. Complete sentences, correct spelling, punctuation, &amp; grammar, were used. (Points will be deducted for formatting, spelling, and punctuation and grammar errors).</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Title of article and author’s name are included in the text. Direct quotes are placed in quotation marks. Resource is described, A clear description as to why the disability/disorder and the article was chosen; AND a description of any previous experiences with the disability/disorder are present. (0-1 point)</td>
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<tr>
<td></td>
<td>Article is summarized in detail, including a detailed description of the unique characteristics of the students/children with the disabilities, mental health conditions or at risk students/children and a detailed description of the effectiveness of the instruction, and or intervention process. (OSTP 1.5 Candidates recognize characteristics of students with disabilities, students with mental health conditions, and at-risk students in order to assist in appropriate identification, instruction, and intervention.) (0-2 points)</td>
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</tbody>
</table>
2. Mental Health/ Disability Category Brochure
You will create an original Brochure from the following list of disabilities/mental health disorder topic areas:

A. Generalized Anxiety Disorder
B. Obsessive Compulsive Disorder
C. Social Anxiety Disorder
D. Post-Traumatic Stress Disorder
E. Panic Disorder
F. School Refusal
G. Depressive Disorder
H. Bipolar Disorder
I. Articulation disorders
J. Receptive and Expressive Language disorders,
K. Stuttering
L. Pragmatic Language Disorder
M. Learning Disabilities
N. Attention Deficit Hyperactivity Disorder
O. Disruptive Behavior Disorders
P. Autism Spectrum Disorders
Q. Tic Disorders
R. Eating Disorders
S. Self-Injury
T. Emotional Disturbance

You will be assigned one disability/mental health disorder topic area. You will research and define a specific instructional and research based mental health best practice technique and be able to explain and educate the class on the technique as evidenced by your development of the brochure. (OSTP 2.2 Candidates understand and use specific instructional and research based mental health best practice techniques to effectively teach the central concepts and skills of the discipline.) You will create a two sided brochure applying one of Bloom’s Cognitive Domain areas from the chart below. Your brochure will be a double sided document. It will clearly summarize the assigned topic area and demonstrate application of the domain area by using and demonstrating application of at least three verbs associated with a domain area from the chart below.
### Domain Area

**Remembering:** recall or remember the information

- Define, duplicate, list, memorize, recall, repeat, reproduce, state

**Understanding:** explain ideas or concept

- Classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase

**Applying:** use the information in a new way

- Choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write

**Analyzing:** distinguish between the different parts

- Appraise, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test

**Evaluating:** justify a stand or decision

- Appraise, argue, defend, judge, select, support, value, evaluate

**Creating:** create a new product or point of view

- Assemble, construct, create, design, develop, formulate, write

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### Mental Health/ Disability Category Brochure (15 total points)

<table>
<thead>
<tr>
<th>UNPROFESSIONAL QUALITY</th>
<th>NEEDS IMPROVEMENT QUALITY</th>
<th>ACCEPTABLE QUALITY</th>
<th>PROFESSIONAL QUALITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic is unclear and information in brochure appears randomly chosen. (5 – below)</td>
<td>Brochure is organized, but supporting information is disconnected. (5-8 points)</td>
<td>Information in brochure relates to a clear topic. Many relevant points but appears somewhat unstructured. More clarity required. Domain area is clearly stated but only one verb associated with domain area is evident. (8-10 points)</td>
<td>Development of brochure is clear thorough use of specific and appropriate examples. Clearly able to demonstrate an understanding of topic and the application of the topic. Specific instructional and research based mental health best practice techniques are clearly described in brochure. (OSTP 2.2 Candidates understand and use specific instructional and research based mental health best practice techniques to effectively teach the central concepts and skills of the discipline.) Outside sources used and referenced. Domain area is clearly referenced and three or more verbs are applied and evident in brochure. Brochure is creative, visually pleasing and of professional quality. (10-15 points)</td>
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</table>
3. Autism Spectrum Disorder/ Mental Health Disorder Reflection Threads

You are required to read a children’s literature fiction or nonfiction novel that is written from the perspective of a child, sibling or parent of child with a disability or mental health disorder. Preferred topic areas include children with Autism Spectrum Disorders and Mental Health Disorders. You will choose the book with the approval of the course instructor.

1) You will create a Reflection Log Thread (5 points) on our Blackboard Website for each chapter. Each thread will include a reflection log for each chapter describing your personal reactions, thoughts, feelings, and insights of the chapter referenced. You will also refer to and provide examples from each chapter about the unique characteristics of the child/student with the disability, mental health condition, or at risk individual and discuss the future implications related to their educational and or mental health needs from a strength based intervention and or instructional perspective. (Candidates recognize characteristics of gifted students, students with disabilities, students with mental health conditions, and at-risk students in order to assist in appropriate identification, instruction, and intervention OSTP 1.5) Please include the title of the book and the chapter number on every thread created.

2) You will create a 2-3 page Book Review Thread (5 points) describing the book, providing a detailed character analysis of the child or important characters with the mental health disorder/disability or special needs and what the impact of the disability or mental health disorder is compared to other characters’ experiences in the book or in life. Please include the title of your book in your thread. (OSTP1.4 Candidates model respect for students’ diverse cultures, language skills and experiences.)

3) You will create a Book Evaluation Thread (5 points) about what you learned from the book, who you would recommend this book to and why you recommend or do not recommend the book. Please include the title of the book in your thread. In addition, you will provide a detailed description of the disability, mental health disorder or special need. (Candidates recognize characteristics of gifted students, students with disabilities, students with mental health conditions, and at-risk students in order to assist in appropriate identification, instruction, and intervention OSTP 1.5)

4) In addition, you will respond to 15 Discussion Board Prompts related to the required text. Each prompt is worth two points. See course calendar for due dates and rubric for professional quality response expectations. (Respect for children/students’ diverse cultures, language skills and experiences OSPT 1.4)

Note: Please be prepared to discuss your book at every class meeting.
## Reflection Log Thread

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<tr>
<th>Professional Quality</th>
<th>Unprofessional Quality</th>
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<tr>
<td>A Reflection Log Thread was created on our Blackboard Website for each chapter. Each thread includes a detailed reflection log for each chapter describing personal reactions, thoughts, feelings, and insights of the chapter referenced. 3-5 references were made from each chapter about the unique characteristics of the child/student with the disability, mental health condition, or at risk individual including the discussion of the future implications related to their educational and or mental health needs from a strength based intervention and or instructional perspective. (Candidates recognize characteristics of gifted students, students with disabilities, students with mental health conditions, and at-risk students in order to assist in appropriate identification, instruction, and intervention OSTP 1.5) Title of the book and the chapter number on every thread is evident. (3-5 points possible)</td>
<td>A Reflection Log Thread was created, not completed on time Blackboard Website for each chapter. Each thread includes a simple reflection log for each chapter describing personal reactions, thoughts, feelings, and insights of the chapter referenced. 0-2 incomplete references were made from each chapter about the unique characteristics of the child/student with the disability, mental health condition, or at risk individual including the discussion of the future implications related to their educational and or mental health needs from a strength based intervention and or instructional perspective. (Candidates recognize characteristics of gifted students, students with disabilities, students with mental health conditions, and at-risk students in order to assist in appropriate identification, instruction, and intervention OSTP 1.5) Title of the book and the chapter number on every thread is evident. (0-2 points possible)</td>
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## Book Review

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<tr>
<th>Professional Quality</th>
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<tr>
<td>A detailed 2-3 page Book Review Thread describing the book, providing a detailed character analysis of the child or important characters with the mental health disorder/disability or special needs and 3-5 detailed examples related to the impact of the disability or mental health disorder as compared to other characters’ experiences in the book or in life. (OSTP 1.4 Candidates model respect for students’ diverse cultures, language skills and experiences.)</td>
<td>A simple 1-2 page Book Review Thread describing the book, providing a simple character analysis of the child or important characters with the mental health disorder/disability or special needs and less than three detailed examples related to the impact of the disability or mental health disorder as compared to other characters’ experiences in the book or in life. (OSTP 1.4 Candidates model respect for students’ diverse cultures, language skills and experiences.)</td>
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<tr>
<td>Professional Quality</td>
<td>Unprofessional Quality</td>
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<tr>
<td><strong>Book Evaluation Thread</strong></td>
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<td>A 2-3 page detailed Book Evaluation Thread about what you learned from the book, who you would recommend this book to and why you recommend or do not recommend the book was created on Blackboard. The title of the book is included in the thread. In addition, you provided 5-10 detailed characteristics of the disability, mental health disorder or special need and integrated these characteristics into your evaluation of the book. <em>(Candidates recognize characteristics of gifted students, students with disabilities, students with mental health conditions, and at-risk students in order to assist in appropriate identification, instruction, and intervention OSTP 1.5)</em></td>
<td>A 1-2 page simple Book Evaluation Thread about what you learned from the book, who you would recommend this book to and why you recommend or do not recommend the book was created on Blackboard. The title of the book is included in the thread. In addition, you provided 0-4 detailed characteristics of the disability, mental health disorder or special need and integrated or did not integrate these characteristics into your evaluation of the book. <em>(Candidates recognize characteristics of gifted students, students with disabilities, students with mental health conditions, and at-risk students in order to assist in appropriate identification, instruction, and intervention OSTP 1.5)</em></td>
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<tr>
<td>(3-5 points possible)</td>
<td>(0-2 points possible)</td>
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<tr>
<th>Professional Quality</th>
<th>Unprofessional Quality</th>
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<tr>
<td><strong>Discussion Board Forums</strong></td>
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<td>All assignments/prompts completed as required and on time. And respectful, professional responses as evidenced by specific relevant references to course content, text and class discussion and descriptive statements demonstrating respect for children/students’ diverse cultures, language skills and experiences OSPT 1.4)</td>
<td>All assignments/prompts NOT completed as required and not on time. And lack of respectful, professional responses without evidence of specific relevant references to course content, text and class discussion and descriptive statements demonstrating respect for children/students’ diverse cultures, language skills and experiences OSPT 1.4)</td>
</tr>
<tr>
<td>(2 points each/ 15 total points)</td>
<td>(0-1 point each)</td>
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4. Field Observation:
Students are required to complete 5 hours of observation at a local mental health agency that provides mental health services for children. You are required to research, locate, and independently contact the agency. (OSTP6.3 Candidates collaborate effectively with other teachers, administrators and school and district staff.) (OSTP6.4 Candidates collaborate effectively with the local community and community agencies when and where appropriate, to promote a positive environment for student learning.)

You are required to complete a one to two page summary of the observation that will include:

(1) The name of the agency, location, with a detailed description of their mission, populations served, services provided, and funding sources. Please provide a detailed description of the interventions they provide and rationales for the provision of the services/interventions.

(2) The physical environment of the agency (what did you observe when you were there).

(3) The interactions you saw between the people being served and the service providers.

(4) Your personal reflections and insights of what you learned from the experience.

Use the Online Xavier University Field Experience log-sheet to document your observation and have your contact person you observe initial the documentation. This can be found at www.xu.edu/education/forms. It is under student forms. Complete the On Line Observation Form. The form is also located on our Blackboard site in the Course Documents Tab. Simply document the date, time and place of your observation.

Please sign the form at the bottom and make a copy for your records and give me a hard copy or a scanned copy of your observation form before our last class meeting.
If necessary: Please mail completed and signed form to:
Xavier University 3800 Victory Parkway
Cincinnati, Ohio 45207
Attention ML 7321 (Chris Fisher)

### Observation Summary 10 points

<table>
<thead>
<tr>
<th>Demonstrated ability for professional written language</th>
<th>Nearly error free; reflects thorough proofreading for grammar and spelling. 2 points</th>
<th>Frequent errors in spelling, grammar and punctuation. 0-1 point</th>
</tr>
</thead>
<tbody>
<tr>
<td>Followed directions of the assignment</td>
<td>Completed 5 hour time sheet; met with a mental health practitioner and or agency representative and observed students, adults with disabilities, mental health needs. 3 points</td>
<td>Incomplete time sheet, observation do not meet course requirements 0-2 points</td>
</tr>
<tr>
<td>Demonstrated ability to professionally observe</td>
<td>Exceptional factual observations; recognizes characteristics of the disabilities/mental health needs. 3 points</td>
<td>Observer interacts with individual and lacks ability to write factual characteristics observed; 0-2 points</td>
</tr>
<tr>
<td>Demonstrate ability to reflect on observer performance</td>
<td>Exceptional reflection discussing observations/personal insights in terms of what you learned. 2 points</td>
<td>Reflection indicates a basic understanding of a professional reflection. 0-1 point</td>
</tr>
</tbody>
</table>
5. Mid Term and Final Exam
All tests will consist of multiple choice questions, short answer/essay and or case studies. See calendar for dates. (Tests, 20 total points).

Evaluation:
Professional Article Review(s) ................................................................. 15 points
Mid Term ..................................................................................................... 10 points
Final Exam ................................................................................................ 10 points
Brochure .................................................................................................. 15 points
Book Reflection Threads .......................................................................... 15 points
On line Discussion Forum Participation .................................................. 15 points
Required Field Observation ..................................................................... 10 points
Attendance/Participation ......................................................................... 10 points

TOTAL ............................................................................................................. 100 points

GRADING SCALE

Grade Scale:  
100 – 93%   =   A  
92 – 90%   =   A-  
89 – 87%   =   B+  
86 – 84%   =   B  
83 – 81%   =   B-  
80 – 78%   =   C+  
77 – 75%   =   C  
74 - 0%   =   F