

# SPEDFIST NEWS

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Special  
Education  
for Indiana  
Schools  
Today



We are excited to have you involved or interested in our program and we would love to hear from you! Find our contact information on the last page of the newsletter or at the [SPEDFIST website](#).

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## **SPOTLIGHT on a SPEDFIST Student**



**Casey O'Connell**

“I grew up in Franklin Park, Illinois, a working class community right outside of Chicago. I then went to St. Norbert College, a small liberal arts college in Wisconsin, and received a Bachelor of Arts degree in Psychology with a minor in Communication in May 2010. Currently I am working towards my initial teaching license and Master’s in special education. I hope to be part of a school environment that values the differences each student brings each day. I want to help every student define and achieve success for themselves and to follow their dreams, wherever that may take them. I believe that education is the hope for the future and that all children deserve the chance to learn. By choosing special education, I will be able to work towards fully including all students in the classroom in order to provide them all with hope for the future.”

**Josh Bock**



“I grew up in the suburbs of Boston and Chicago and unfortunately am a Chicago Cubs fan, and have played soccer my whole life and have coached voluntarily in a lower income community in Israel for five months. In 2009, I graduated from Clark University in Worcester, MA with a B.A. in Sociology and a concentration in Holocaust and Genocide Studies. I am currently working towards a Master’s degree and certification in special education at the elementary level with a focus on emotional and behavioral disorders, and serve as a graduate research assistant working on a study of curriculum-based measurements. I was drawn to special education since I spent a lot of time with children with different special needs in elementary school. I have since tutored, worked as a personal care assistant for children with Autism and OCD, and have worked as an inclusion aide for two eighth graders with Autism. My future goals include working with children with Autism and EBD in elementary school settings, ideally in my own classroom. Eventually, down the road, I hope to pursue a PhD and build upon my current research.”

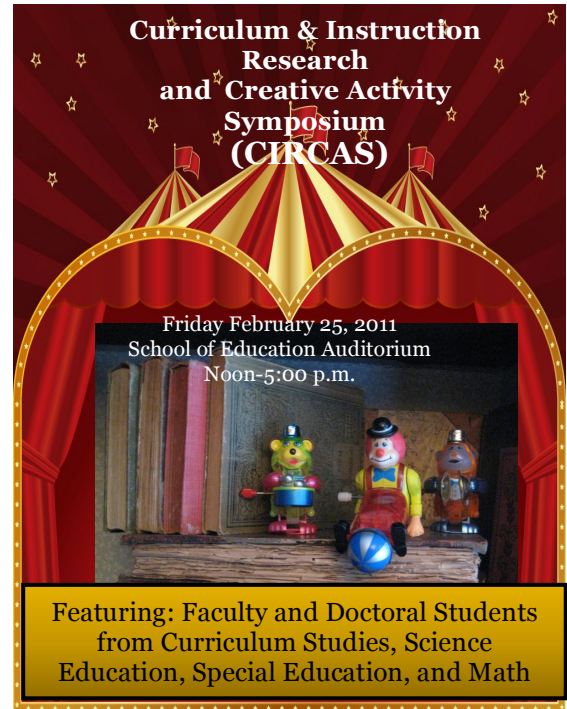
# Curriculum & Instruction Research and Creative Activity Symposium

## CIRCAS 2011

An event called “CIRCAS 2011” was held on February 25th at the School of Education Auditorium from noon until 5:00 pm. Many departments within Education participated in the event and presented different subjects. It was a great opportunity to see and to engage with faculty and doctoral students. CIRCAS poster sessions and presentations were provided.

The symposium brought members of the IU School of Education Curriculum and Instruction Department in celebration of our research/scholarship, teaching and service.

One of the presentations was about the process and Opportunity of Redesigning a Special Education Personnel Preparation Program.



## A Look Inside SPEDFIST

We wanted to take this opportunity to explain the difference between our online and face-to-face courses. Many of the SPEDFIST courses are delivered in an online/hybrid format. This means that most of the courses will be conducted online throughout the semester. However, depending on the instructor there will be between two to four face-to-face meetings required. Thus, students who are within a 50-mile radius are required to attend an on campus meeting. Students who are more than 50 miles away will receive an alternative assignment. It is strongly recommended that all students, if possible, attend the on campus meetings. Feedback from SPEDFIST students indicates they find the occasional on campus meetings very beneficial. Please mark your calendars at the beginning of the semester so you can plan to attend these important meetings.

On the occasion that we have enough students, we will attempt to fill two sections of our core courses, one online and one face-to-face. This means that students will meet on campus each week with the instructor and fellow students. These on campus courses will usually meet with the undergraduate equivalent of the course topic. However there will be more advanced assignments planned for the graduate students.

If you have any additional questions about this topic please don't hesitate to contact Gina Weir at [rmweir@indiana.edu](mailto:rmweir@indiana.edu) or Jeane Novotny at [jnovotny@indiana.edu](mailto:jnovotny@indiana.edu).

## **SPOTLIGHT on a SPEDFIST Instructors**



### **Dr. Heather Ormiston**

Dr. Heather Ormiston graduated from Loyola University in Chicago with an undergraduate degree in psychology and later earned her Ph.D. in the School of Psychology at IU in 2007. Her research interests include students with emotional and behavioral disabilities, Collaborative Problem Solving, and PBIS (Positive Behavioral Interventions and supports). Dr. Ormiston is an adjunct faculty member at Regis University in Denver, CO, the University of Colorado-Denver, and most recently, Indiana University-Bloomington. In August of 2010, she joined the Center on Education and Lifelong Learning to work on the PBIS Indiana grant working to implement culturally responsible PBIS throughout the state of Indiana. Her current goals include developing an expertise in the area of qualitative case study research and continuing to develop her awareness and knowledge of cultural competence. In the future, she hopes to become a nationally recognized expert in the field serving minority youth identified with emotional disabilities. In her free time, she and her husband enjoy traveling to new locations. They have a goal of making it to all the National Parks in the U.S. They have been to eight so far.



### **Dr. Michael Conn-Powers**

Dr. Conn-Powers has a Master's and Doctoral degree in early intervention and early childhood special education. He is currently working at the Indiana Institute on Disability and Community, where he directs the Early Childhood Center, and Indiana's University Center for Excellence in Developmental Disabilities. He has held faculty positions at the University of Vermont and the University of North Dakota, primarily teaching courses in early childhood special education and early intervention. Currently, his goals at IU are in conducting research, synthesizing research, writing and training all aimed at bridging research to practice for practitioners. His current interests are school readiness, universal design and inclusion, and early intervention policy evaluation. In the future, he wants to continue in his position at IIDC, which is uniquely positioned for bridging academic research and teaching with the practical needs of early educators and interventionists. Dr. Conn-Powers enjoys spending time with his three grownup children and granddaughter and he enjoys photography.

# Info About The Praxis

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**Praxis Tests**—in's and out's- you hear that “things never stay the same”—and that is true for licensing! Website for Praxis information: [www.ets.org/praxis](http://www.ets.org/praxis)

**Praxis I** has been a standard test for INITIAL *licensing* as well as *admission to a Teacher Education Program* for some years now (although there are some of you who may have taken the Core Battery!) Technically it still is a requirement for admission to a Teacher Education Program. The STATE is doing away with requiring Praxis I for the new LICENSE, but it still requires some kind of “entrance” exam for schools/departments of education to show that their students have basic knowledge in math and reading. However, alternatives to this Praxis I for this “entrance” are now possible:

ACT with a score of at least 24 based on Math, Reading, Grammar, and Science.

SAT with a score of at least 1100 based on Critical Reading and Math

GRE with a score of at least 1100 based on Verbal and Quantitative

Anyone with a Master's Degree from a regionally accredited institution is exempt

Praxis 1 composite score of 527 based on Reading, Writing and Math

**We are asking that INITIAL teacher certification students take the Praxis I or document one of the above during their first semester in the program (by the end of the fall semester for new students).**

**Praxis II**— subject/specialty area tests are also just required for NEW/INITIAL LICENSE applicants. The State does not require additional licensing once you have your first license. **Both elementary and secondary Mild Interventions INITIAL LICENSE applicants will need to meet qualifying scores on Exceptional Needs: Mild Intervention (10542) AND Core principles: Content Knowledge (20353 ) when applying for their license.** These tests are generally only offered on certain Saturdays. You may be able to take the elementary test or a secondary subject test in order to show Highly Qualified.

For all: As a reminder, one may add certain areas to their license by taking Praxis II: [http://www.doe.in.gov/educatorlicensing/Add\\_apply.html](http://www.doe.in.gov/educatorlicensing/Add_apply.html) You CANNOT add Exceptional Needs: Mild Interventions just by taking the test!

# SPEDFIST NEW STUDENT Orientations

The SPEDFIST student orientations will be held on May 9<sup>th</sup>, 2011 at 4:30 pm and August 8<sup>th</sup>, 2011 at 4:30 pm, both in room #2277. This will be a great opportunity for students to meet one another and to become acquainted with SPEDFIST advisors/instructors to share information about the coming semester.

| May 2011 |     |     |     |     |     |     |
|----------|-----|-----|-----|-----|-----|-----|
| SUN      | MON | TUE | WED | THU | FRI | SAT |
| 1        | 2   | 3   | 4   | 5   | 6   | 7   |
| 8        | 9   | 10  | 11  | 12  | 13  | 14  |
| 15       | 16  | 17  | 18  | 19  | 20  | 21  |
| 22       | 23  | 24  | 25  | 26  | 27  | 28  |
| 29       | 30  | 31  |     |     |     |     |

| August 2011 |     |     |     |     |     |     |
|-------------|-----|-----|-----|-----|-----|-----|
| SUN         | MON | TUE | WED | THU | FRI | SAT |
|             | 1   | 2   | 3   | 4   | 5   | 6   |
| 7           | 8   | 9   | 10  | 11  | 12  | 13  |
| 14          | 15  | 16  | 17  | 18  | 19  | 20  |
| 21          | 22  | 23  | 24  | 25  | 26  | 27  |
| 28          | 29  | 30  | 31  |     |     |     |

## Technology Tips

- What is the SPEDFIST “LISTSERV”? – The SPEDFIST “LISTSERV” is used to send emails in large quantities among members of the program. It is useful for keeping in touch with other “LISTSERV” members and keeping up to date with important program information.
- Who is “Lynda”? – “Lynda” is not a who, but rather a what. It is a website that gives navigation tips through video tutorials for programs such as Adobe Acrobat, Adobe Connect, Microsoft Word, and Microsoft PowerPoint. You can visit “Lynda” at <http://www.lynda.com/>.
- Oncourse – The Oncourse homepage offers web tutorials for how to use Oncourse under the “Training & Support” tab. For Oncourse tech support, call 855-6789. Visit Oncourse at [oncourse.iu.edu](http://oncourse.iu.edu).

## **SPEDFIST Courses for Summer & Fall 2011**

The end of the spring semester is fast approaching and the SPEDFIST program is offering a variety of courses during the upcoming summer sessions and fall semester. Take a moment to see what SPEDFIST has to offer.

### **Summer Course Offerings**

| Course Number | Course Title                                   | Instructor            | Session                       |
|---------------|--|-----------------------|-------------------------------|
| K500          | Response to Intervention                       | Rebecca Martinez-Reid | Summer 1                      |
| K520          | Survey of Behavior Disorders                   | Jeff Anderson         | Summer 1                      |
| K548          | Families in School and Society                 | Regina Weir           | Summer 2                      |
| K505          | Introduction to Special Education              | Potheini Vaouli       | Summer 2                      |
| K522          | Teaching Social Skills to Students with Autism | Scott Bellini         | Summer 1                      |
| K549          | Early Childhood Special Education              | Cary Buzzelli         | Summer 2                      |
| Y520          | Strategies for Education Inquiry               | Barbara Dennis        | 06/01/2011<br>-<br>08/01/2011 |
| Y510          | Action Research                                | Mary Ziskin           | 05/10/2011<br>-<br>08/12/2011 |

### **Fall Course Offerings**

| Course Number | Course Title                               | Instructor            | Session      |
|---------------|--|-----------------------|--------------|
| K505          | Intro to Special Education                 | TBA                   | Fall         |
| K565          | Collaboration                              | TBA                   | Fall         |
| S500          | Orientation to SPEDFIST/CoT                | TBA                   | Fall (2cr)   |
| S500          | CoT Seminar                                | Seminars are Assigned | Fall (3cr)   |
| K510          | Assistive Technology                       | TBA                   | Fall         |
| K536          | Assessment (Part II of K535)               | TBA                   | Fall         |
| K500/599      | Capstone Project/Thesis                    | Gretchen Butera       | Fall (3/4cr) |
| K500          | Intro to Autism                            | Hannah Schertz        | Fall         |
| K500          | Intro to Early Intervention                | Hannah Schertz        | Fall         |
| K500          | Alternative and Augmentative Communication | Erna Alant            | Fall         |

## Important Information

- Y520 and Y510 will fill quickly because these courses are offered not only for special education students, but students in other education departments need to take these courses as well. You can get authorized for these courses by emailing Sara Gibson at [slavende@indiana.edu](mailto:slavende@indiana.edu).
- Students planning to take K590: Capstone Project, K599: Masters Thesis in the fall must complete either Y520 or Y510 first as a prerequisite.
- K510: Assistive Technology will be offered in Fall 2011. All graduate students pursuing certification need to take K510.
- The capstone course (K590/K599/K500) will only be offered during the fall of 2011, 2013, etc. Contact an advisor if you need advice on when to take these courses (Enrollment in the Capstone will either be K590 or K599 (Students who joined early in the program might see this course listed as K500. Please be sure to enroll in the new course numbers. Consult an advisor about whether to enroll in K590 or K599).

## For More Information on SPEDFIST

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