The Special Education for Indiana School's Today (SPEDFIST) program offers a hybrid program. Courses are taken online and complemented with face-to-face meetings, sometimes using technology for students at a distance.

In our Eleventh SPEDFIST Newsletter, we want to share more about perspectives on Special Education, our Culminating Portfolio Seminar to support continuing students in the program, our revised course examining Issues and Trends in the Education of Students with Intense Needs, and introduce classes for the coming Summer 2013 semester. For those seeking electives, we are offering three this summer: K500, K520, and P650. See p. 4 for details.

We welcome your participation and appreciate the active interest in our program. As such, we would love to hear from you! Please, discover our contact information on the closing page of this newsletter.
Completing the Portfolio Seminar

As a SPEDFIST student, you may have fulfilled your required seminar attendance in the Community of Teachers, yet still need to complete your portfolio for licensure. This one credit hour seminar provides the opportunity for students completing a license addition or otherwise needing to complete the portfolio to receive guidance and support to do so.

Objectives of this course include:

- Determine number of expectations needed for portfolio completion.
- Maintain consistent, scheduled communication with your seminar facilitator
- Develop strategies for completing a min. of 2 approved expectations per semester
- Continue involvement with a field placement
- Support a continued practice of reflection around teaching and learning

Typically, students meet four times over the course of a semester. These arrangements are coordinated individually with a facilitator and in small groups for approximately 1-2 hours per scheduled dates. Attendance is required. It is your responsibility to be proactive in completing your expectations within the guidelines set out by your facilitator.

When submitting your Portfolio, please make clear which expectations you have changed since your last submission so that the facilitator can evaluate the changes made and respond appropriately. When submitting an expectation, students should consider the submission as complete, anticipating only marginal feedback. It is imperative for you to hand in work at a “Ready to Teach” level on each of the three dimensions of the rubric: Sources of Evidence, Context, and Coherence and Reflection (see Words to Live By section, p. 19 in CoT Handbook).

For more information, contact Kharon Grimmet: kgrimmet@indiana.edu
My name is Tyler Abel and I am a Bloomington native, born and raised! I have lived here my whole life and have never left. In fact, I just love it here.

I discovered the SPEDFIST program after I started working as a paraprofessional in a Substantial Disabilities classroom at Bloomington North High School. Previous to that position, I had worked for two years within the business world in the field of construction. When I was a paraprofessional, one of the special education teachers that I really looked to as a mentor, Nancy Kalina, encouraged my desire to move forward in the field of special education. The encouragement, the support, and the experience of working with students fostered my love for the field and I have not looked back since. The journey to work with students with substantial disabilities has been a rewarding pathway.

I graduated from Indiana University Bloomington with a Bachelor of Arts in General Studies in 2007. Currently, I am working toward a certification for licensure in special education. I have been employed at Bloomington North High School under an Emergency License. I have been teaching students with substantial disabilities supporting their strengths and needs for the past two years. I also serve as the offensive coordinator for North’s football team.

I believe that I am in a unique place, because I work with some of the most challenging students at North and some of the best athletes as well. It is a balance that works for me. My hope is to keep merging those two worlds together. Many of our football players are peer tutors in my classroom and really are becoming great advocates for my students. This is something that I hope grows and continues to flourish.
My name is Jeff Heller and I am the Coordinator for Distance Education and Professional Development. I am a native Hoosier, born in southern Indiana and raised in Northwest Indiana aka “The Region”. My undergraduate degree is in Recreation from IU-Bloomington. My MA is in Student Affairs in Higher Education from Indiana State University.

I am a new employee here at IU. I started here on December 10th, 2012. I came to IU from the University of Chicago where I was a Graduate Program Administrator. I have also worked at Northwestern University (Registrar’s Office) and Valparaiso University (Office of Graduate Studies and Continuing Education).

I assist SPEDFIST by doing the authorizations for classes that SPEDFIST student’s take. If you are an out-of-state student, I do your tuition adjustments. Also, any inquiry’s about the program that come to me, I give as much information/resources as possible to help the students learn about the program and to put prospective students in touch with the department.

Since I am new to this position, the most challenging aspect of my job is learning how to do my job. To be more specific, learning the various processes and policies at Indiana University is the biggest challenge. Making sure I understand these processes and policies is very important to me because the thing I hate doing most is giving students, staff and faculty the wrong information.

In my free time, I enjoy watching sports (primarily college sports, Chicago Cubs, Chicago Bears, Chicago Blackhawks, and the Indiana Pacers). I am an avid soccer fan (US Men’s National Team, Chicago Fire, Major League Soccer and the English Premier League). If there is a soccer pub near me, you will find me there on Saturday morning enjoying breakfast and a soccer game. I love to go out and about, and just explore. Doesn’t matter if it is exploring the 92 neighborhoods of Chicago or the back roads of Indiana, I like to be out and just soak in what is around me in this world.

I love helping animals. I volunteered at a no-kill animal shelter back in Chicago. I also help out animals that I run across: saving a drowning rabbit, helped a stray pig in Chicago find its home, catching a baby squirrel that was trapped in the lobby of my apartment (and yes, these are all true stories).

The biggest thing that I want to direct to the students is that do not be afraid to ask questions. If you are not clear about a process or policy, not clear about your tuition adjustment, or whatever the case may be, do not hesitate to ask me. There are some things that I will not be able to answer (because it is outside of my job or should be a question for your advisor/department) but I will direct you to the right person, the right website. I would equate this to “Measure twice, cut once.” I would rather have you check with me or your program’s department first just to be safe instead of making a mistake.
Upcoming Classes in Summer, 2013

The SPEDFIST program offers a variety of courses. See what we have to offer including:

- A combination of synchronous and asynchronous instruction;
- A variety of courses that are designed to bridge theory to practice in the field;
- And, the use of technology for students to participate at a distance.

SEEKING MASTER’S DEGREE IN SPECIAL EDUCATION

Students who have successfully completed at least one semester in SPEDFIST as well as a Y520 or another Introduction to Research class may enroll in our Master’s Level K590/K599 culminating project course (3 credits) in Fall 2013. The design of this course prepares you for your thesis or project/proposal manuscript. You will complete the thesis/project by enrolling in an additional one-credit K590/K599 course in Spring 2014. The K590/K599 culminating project course is NOT offered every year so students should plan for a Fall, 2013 enrollment if they wish to complete their master’s degree before 2015.

Summer Course Offerings*

<table>
<thead>
<tr>
<th>Course Numbers</th>
<th>Course Titles</th>
<th>Meeting Dates</th>
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<tbody>
<tr>
<td>K500 Sec. 12554</td>
<td>Issues and Trends in the Education of Students with Intense Needs</td>
<td>05/07/2013 – 07/26/2013</td>
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<tr>
<td>K505 Sec. 12060</td>
<td>Introduction to Special Education</td>
<td>06/03/2013 – 07/26/2013</td>
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<tr>
<td>K520 Sec. 12553</td>
<td>Survey of Behavior Disorders</td>
<td>05/07/2013 – 06/28/2013</td>
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<tr>
<td>K548 Sec. 13346</td>
<td>Families, Schools, &amp; Society</td>
<td>06/03/2013 – 07/26/2013</td>
</tr>
<tr>
<td>K549 Sec. 12271</td>
<td>Early Childhood Special Education Program Models</td>
<td>06/18/2013 – 07/27/2013</td>
</tr>
<tr>
<td>K590 Sec. 12260</td>
<td>Completing the Portfolio Seminar (1 credit)</td>
<td>05/07/2013 – 06/14/2013</td>
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<tr>
<td>P650 Sec. 10604</td>
<td>Teaching Social Skills to Children with Autism</td>
<td>05/07/2013 – 06/14/2013</td>
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<tr>
<td>Y520 Sec. 8730</td>
<td>Strategies for Educational Inquiry</td>
<td>06/03/2013 – 07/26/2013</td>
</tr>
<tr>
<td>Y611 Sec. 13175</td>
<td>Qualitative Inquiry in Education</td>
<td>05/07/2013 – 06/28/2013</td>
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*Courses taught online; contact Jeff Heller at deregistr@indiana.edu when registering.
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. 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 do not hesitate to contact Lawrence J. Ruich at lruich@indiana.edu.
Hello, my name is Theresa Ochoa and I am an Associate Professor of Special Education. I like challenges and once I decided to go into education, the field of emotional and behavioral disorders was a natural fit. Children with Emotional and Behavioral Disorders have always been, and I think they will remain, the most challenging to educate. I suppose the question of why kids misbehave combined with my affinity for challenges and background in psychology is the reason I chose to go the field of Emotional and Behavioral Disorders.

In general, I lean towards being positive about the field, but I’m afraid that the future is not too bright for kids with challenging behavior. Despite a shift in federal policy in 1997 from punitive measures to positive interventions and supports, schools remain highly intolerant of children who misbehave. I think there is a pervasive misunderstanding about why children with emotional and behavioral disorders misbehave. Most people think they intentionally misbehave and that it is a volitional moral choice on the part of the child and that therefore, the consequence should be punishment for violating school rules, instead of understanding that the emotional problems which produce the undesired behaviors, are in fact disorders which can be treated with the proper psychological and behavioral interventions. The result responding to these children punitively is higher risk of suspensions from school and ultimately a higher risk of coming into contact with the law and ultimately incarceration. Once incarcerated, kids with emotional and behavioral disorders become part of a viscous negative cycle in which there is less likelihood of finishing school. That increases their risk of unemployment and therefore more idle time that oftentimes results in getting into more trouble with the law. Everyone wants to reduce adolescent delinquency, but few people are willing to keep children and adolescents with behavioral disabilities in schools and to apply empirically validated treatment programs so that they have a better chance of learning adaptive skills. In that regard, I am terribly pessimistic about the prospects for kids with challenging behavior. I think more and more of them are going to be expelled from schools for misbehavior and incarcerated because there are fewer alternative placements for them to go. As special educators, I think it is really up to us to continue to try to teach general educators of better ways to respond to these children.

On a personal note, I love food, travel, and running. Luckily for me I can generally combine the three. For example, last summer I spent two months in Costa Rica, as part of my research into the educational system of that country. I ran along pristine beaches in the morning and stopped at a local store for fresh fruit. In the afternoon, I rode on public transportation to the University and had strong Costa Rican coffee. The summer before last, I spent a month in Spain running along the Basque seaside and indulged in the vast availability of seafood delicacies I found in San Sebastian. I also enjoy the appreciation for gustatory indulgences that are available in Bloomington. There is a wonderful awareness of natural foods and for outdoor activities, such as running here. I enjoy the fresh produce from the Farmers’ market and the B-line trail is a fantastic new running option.
All IU faculty, students, and staff members can access all educational materials from Lynda.com, which include video-based tutorials on a great variety of software applications such as Adobe programs, Microsoft Office, Mac applications, etc.

Lynda.com is an award-winning provider of educational materials.

The lynda.com Online Training Library® (OTL) includes video-based elearning courses on:

• Adobe and Microsoft applications and technologies;
• Web design;
• Digital photography, video and audio;
• Mac applications;
• Programming, and more.

Lynda.com’s all-star team of trainers and teachers provides comprehensive and unbiased movie-based training to an international membership of tens of thousands of subscribers.

IU staff, faculty, and students statewide can take advantage of fee-free 24/7 access to the entire lynda.com elearning library.

Click here to learn more about Lynda.com and to see an example of a short tutorial.
A 2000 PBS documentary explores an extended family’s struggle over whether to get their deaf children cochlear implants. A deaf couple and proponents of deaf culture are forced to confront the issue when their five-year-old daughter asks for an implant. Their decision is contrasted by the couple’s hearing brother and sister-in-law who gave birth to a deaf son and intend to get him an implant when he’s very young. Deaf members of the family accuse the hearing members of destroying the children’s deaf identity; the hearing members argue that not to implant the device is to deny the children the chance to fully participate in wider society. A powerful insight on issues of assimilation, cultural genocide, and best interests of the heart. See the complete film at, http://www.youtube.com/watch?v=0ki4qo-Dfos

Kathleen M. Collins’ study (2003/2008) explores the social and contextual forces that shape the appearance of academic ability and disability and how these forces influence the perception of academic underachievement of minority students. At its core is a powerful case study of a competent fifth grader, an African American boy growing up in a predominantly white, rural community, who was excluded from participating in science and literacy discourses within his classroom community. Current conversations about the contextualized nature of disability, exploring the role of situated literacies, classroom interactions, and social stereotypes in shaping identification as “disabled” are examined. The author connects her work to disability studies in education and recent research into the overrepresentation of minority students in special education.
Highlights in Teaching and Learning

Writing Tutorial Services (WTS)

The Writing Program offered at Indiana University is dedicated to improving university education by promoting writing as a way of learning and teaching. The emphasis on writing is not merely an attempt to give students additional practice in basic composition skills, but is intended to foster the ability to articulate complex positions without adding to their complexity and in a manner appropriate to the discipline. The Writing Program has three missions:

- To assist IUB faculty through consultation as they work to integrate writing into their courses
- To assist IUB students as they do that writing
- To research the claims of “writing across the curriculum.”

For more information click here or call the Writing Tutorial Services @ (812) 855-6738.

The privatization of public education has risen to a clamor over the last several years. Through the corporate-funded American Legislative Exchange Council (ALEC), global corporations and state politicians have voted with the intent to rewrite state laws that govern citizen’s rights. These so-called “model bills” reach into almost every area of life of US citizens and often directly benefit huge corporations.

Through ALEC, corporations, ideologues, and their politician allies vote to spend public tax dollars to subsidize private K-12 education and attack professional teachers and teachers’ unions.

Click here to discover bills that would privatize public education, reduce the voice of educators, and alter public universities. Among such events, reflect on your stance regarding bills that make education a private commodity rather than a public good, and reverse America’s modern innovation of promoting learning and civic virtue through public schools staffed with professional teachers for children from all backgrounds.

Send questions and opinions to Kharon Grimmet at kgrimm@indiana.edu or Lawrence J. Ruich at lruich@indiana.edu
For More Information on SPEDFIST

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