



ACRES

American Council on Rural Special Education

**32<sup>nd</sup> ANNUAL NATIONAL CONFERENCE**

**Teacher and Learning in the Digital Age:  
Special Education for Rural and Urban Schools**



**March 6 - 9, 2013**

**Rosen Centre Hotel: International Drive  
Orlando, Florida**



# **Welcome!**

## **ACRES 32<sup>nd</sup> ANNUAL NATIONAL CONFERENCE**

### **Teacher and Learning in the Digital Age: Special Education for Rural and Urban Schools**

Welcome! Thank you for joining us at the Annual National Conference of the **American Council on Rural Special Education (ACRES)**. Did you know ACRES holds the only national conference devoted entirely to rural special education issues? Our goal is to gather and share the most current knowledge, research, and practices **for rural special education for inservice and pre-service educators, administrators, related service providers, parents, and policy makers**. We hope your conference experience is enjoyable and productive.



#### **Conference Host**

*University of Central Florida*

#### **Conference Planning Committee**

*Dr. Kevin Miller*, Co-Chair, Buffalo State College

*Dr. Wilfred D. Wienke*, Co-Chair, University of Central Florida

#### **Conference Program Chair(s)**

*Dr. Ginevra Courtade*, Co-Chair, University of Louisville

*Dr. Patti Whetstone*, Co-Chair, University of Kansas

#### **Conference Proceedings Editor(s)**

*Dr. Patti Whetstone*, University of Kansas

*Dr. Ginevra Courtade*, Co-Chair, University of Louisville

Special thanks to all the individuals who participated in the proposal review process to *Tyler Halford* of the University of Louisville for his assistance in organizing proposal reviews and planning the schedule, and to *Amy Clark* of the University of the University of Kansas for her assistance in preparing the conference proceedings document.

## ACRES OFFICERS 2012-2013

<b>CHAIR</b> Todd Sundeen, (13) University of Northern Colorado	<b>CHAIR ELECT</b> Buddy Hooper (14) Texas A&M University -Texarkana	<b>PAST CHAIR</b> Cathy Galyon Keramidas East Tennessee State University
<b>SECRETARY</b> Melina Alexander (13) Weber State University	<b>TREASURER</b> Kim Floyd (14) West Virginia University	<b>HISTORIAN</b> Melissa Reed (14) Marshall University
		<b>APPRENTICE HISTORIAN</b> Sarah Hawkins (12) Morehead State University

## ACRES NATIONAL HEADQUARTERS

<b>Headquarters Coordinator</b> Barbara Ludlow (ex officio) West Virginia University	<b>Operations Director</b> Michael Mayton West Virginia University	<b>Events Manager</b> Ann Richards West Virginia University
<b>Staff Support</b> Donna Staggs West Virginia University	<b>Accounting Support</b> Mary Higgins West Virginia University	<b>Technical Support</b> Jane LeFevre West Virginia University

## EDITOR(S)

<b>RSEQ Executive Editor</b> Belva Collins (ex officio) University of Kentucky	<b>RSEQ Managing Editor</b> Cathy Galyon Keramidas East Tennessee State University	<b>RSEQ Technical Editor</b> Ginevra Courtade University of Louisville
--	--	--

## ACRES BOARD OF DIRECTORS 2012-2013

Melina Alexander (13) Weber State University	Ginevra Courtade (15) University of Louisville	Sherrill Davis (15) California University of PA
Britt Ferguson (13) National University	Kim Floyd (14) West Virginia University	Sarah Hawkins (12) Morehead State University
John Hamilton (15) Texas A&M University-Texarkana	Buddy Hooper (14) Texas A&M University-Texarkana	Jason Kight (13) California University of PA
Elaine Lambert (14) Delta State University	Kevin J Miller (15) Buffalo State College	Robert Pennington (15) University of Louisville
Melisa Reed (14) Marshall University	Harvey Rude (14) University of Northern Colorado	Todd Sundeen (13) University of Northern Colorado
Eleazar (Trey) Vasquez III (15) University of Central Florida	Patti Whetstone (15) University of Kansas	

## ACRES COMMITTEES 2012-2013

- ♣ **Awards/Scholarships:** Kim Floyd
- ♣ **Editorial Board Liaison:** Cathy Galyon-Keramidas
- ♣ **Financial Oversight:** John Hamilton
- ♣ **Governmental Relations:** Buddy Hooper/Kim Floyd
- ♣ **Membership:** Robert Pennington/Patti Whetstone
- ♣ **Nominations and Elections:** Jason Kight
- ♣ **Partnerships/Marketing:** Cathy Galyon-Keramidas
- ♣ **Silent Auction:** Vicki Hartley
- ♣ **Technology:** Trey Vasquez

## About ACRES

The American Council on Rural Special Education (ACRES) is a non-profit organization comprised of special educators, general educators, related service providers, administrators, teacher trainers, researchers, and parents who are committed to the enhancement of services to students and individuals living in rural America. ACRES was founded in 1981 by a group of individuals interested in the unique challenges of rural students and individuals needing special services. ACRES is the only national organization devoted entirely to special education issues that affect rural America. The membership of ACRES is geographically diverse, and is representative of all regions of the country. This fact is especially important since rural issues are not only different from urban issues, but also may vary among specific rural areas.

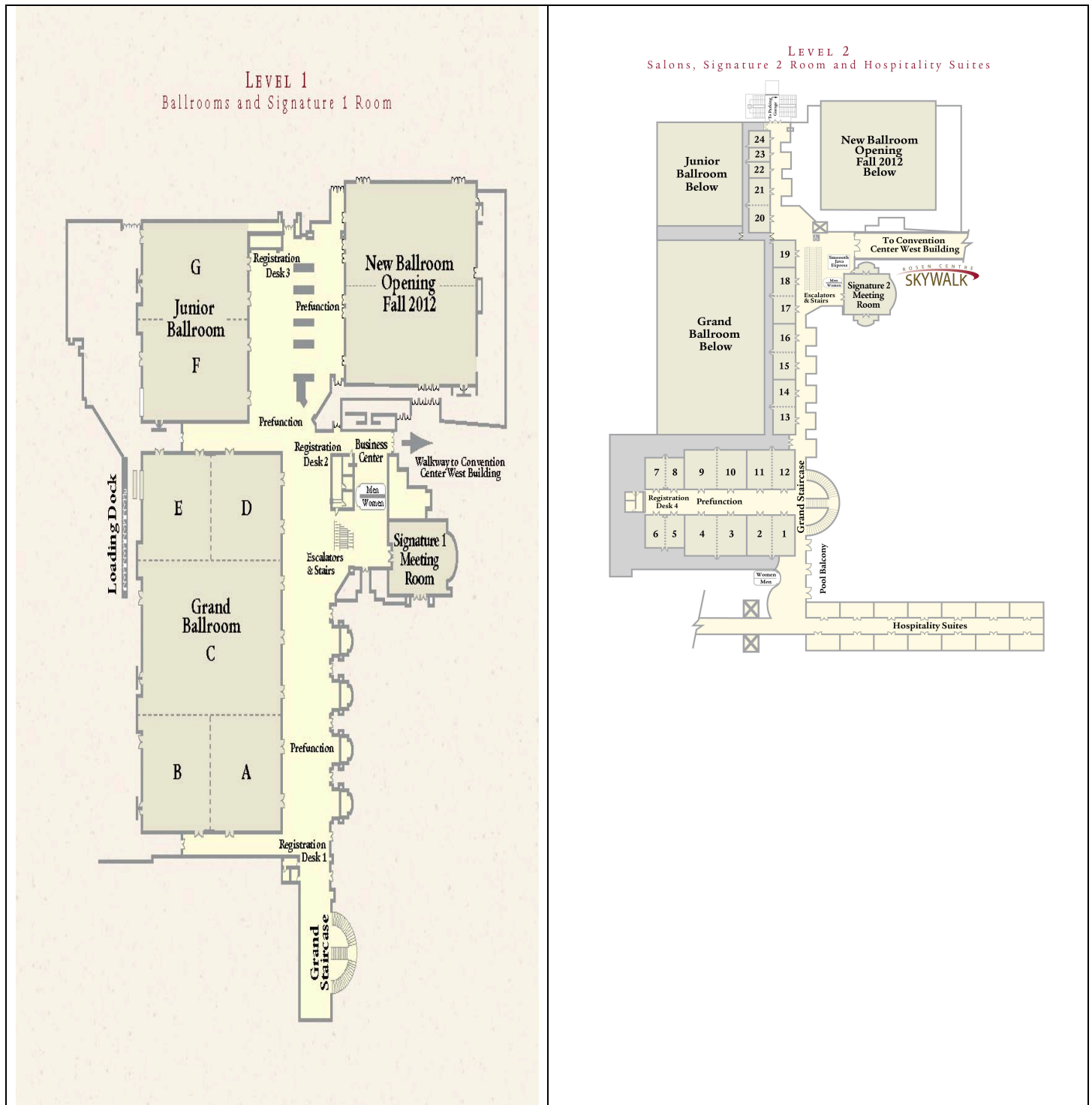
## Our Mission

The members of ACRES strive to provide leadership and support that will enhance services for individuals with exceptional needs, their families, the professionals who work with them, and for the rural communities in which they live and work.

To accomplish this mission, ACRES has set the following goals:

- ♣ to promote the growth and development of each member of the organization;
- ♣ to foster quality education and services for individuals with exceptional needs living in rural communities;
- ♣ to promote cultural diversity and the empowerment of minorities and members of traditionally under-represented groups in providing services to individuals with exceptional needs, their families, and service providers;
- ♣ to promote national recognition for rural special education, health, and human services;
- ♣ to promote collaborative partnerships with organizations interested in special education, health, and human services;
- ♣ to disseminate information concerning promising practices and research for improving education and services for individuals with disabilities living in rural communities.

# 2013 ACRES Conference Hotel Conference Area



# 2013 ACRES Conference Schedule At A Glance

WEDNESDAY, MARCH 6, 2013	
1:00 pm – 5:00 pm Registration Open	Foyer, Salon 1
5:00 pm – 8:00 pm Board of Directors Meeting and Dinner	Salon 1
THURSDAY, MARCH 7, 2013	
7:30 am – 5:00 pm Registration Open	Foyer, Salon 1
7:30 am – 8:30 am Continental Breakfast	Foyer, Salon 1& 2
<b>Doctoral Student Annual Meet Up</b> 8:00am-8:45am	
<b>Concurrent Session One</b> 9:00 am-9:50 am	
<b>Concurrent Session Two</b> 10:00 am-10:50 am	
<b>Concurrent Session Three</b> 11:00 am-11:50 am	
<b>Awards and Scholarship Lunch and Keynote Address</b> 12:00 pm – 1:30 pm	
<b>Concurrent Session Four</b> 1:45 pm – 2:35 pm	
<b>Concurrent Session Five</b> 2:45pm – 3:35 pm	
<b>Concurrent Session Six</b> 3:45pm – 4:35 pm	
<b>Poster Sessions</b> 4:00 pm – 5:00 pm	
<b>Town Hall Meeting</b> 5:00 pm – 6:00 pm	
<b>Old Timers/ New Timers Reception</b> 6:00 pm – 7:00 pm	
FRIDAY, MARCH 8, 2013	
7:30 am – 5:00 pm Registration Open	Foyer, Salon 1
7:30 am – 8:30 am Continental Breakfast	Foyer, Salon 1& 2
<b>Concurrent Session One</b> 9:00 am-9:50 am	
<b>Concurrent Session Two</b> 10:00 am-10:50 am	
<b>Concurrent Session Three</b> 11:00 am-11:50 am	
<b>Recognition Lunch and Keynote Address</b> 12:00 pm – 1:30 pm	
<b>Concurrent Session Four</b> 1:45 pm – 2:35 pm	
<b>Concurrent Session Five</b> 2:45pm – 3:35 pm	
<b>Concurrent Session Six</b> 3:45pm – 4:35 pm	
SATURDAY, MARCH 9, 2013	
8:00 am – 8:45 am Continental Breakfast	Foyer, Salon 1& 2
<b>ACRES Post-Conference Board Meeting</b> 8:00 am – 9:00 am	
<b>Round Tables</b> 9:00 am – 10:30am	

## **2013 ACRES Conference Special Events**

### **Pre-Conference Workshop**

*University of Central Florida*

*Wednesday, 9:00 am - 3:15 pm (bus leaves hotel at 8 am and returns at 4 pm)*

**Visit the University of Central Florida to see the Institute for Simulation and Training and learn about new technology tools for teaching and learning.**

### **Conference Exhibits**

*Foyer, Salon 1*

*Thursday, 8:00 am - 5:00 pm      Friday, 8:00 am – 5:00 am*

**Florida Department of Education Bureau of Exceptional Education and Student Services  
Rethia L. Hudson, Program Specialist**

### **Silent Auction**

*Salon 14*

*Thursday, 8:00 am - 5:00 pm      Friday, 8:00 am – 11:50 am*

**Check out the Silent Auction for interesting finds from all over the country!  
Bid on your favorites and have fun trying to out-bid others!  
App proceeds support the ACRES Teacher Scholarship.**

### **New Comers / Old Timers Reception**

*Salon 15 & 16*

*Thursday, 6:00 - 7:00 pm*

**New Comers to ACRES are invited to join the ACRES Old Timers to mingle and socialize.  
Hors d'oeuvres provided; cash bar available.**



## 2013 ACRES Conference Featured Speakers



**Lisa A. Dieker, Ph.D.**

Professor  
Exceptional Education Ph.D. Program Coordinator  
Lockheed Martin Eminent Scholar  
University of Central Florida

**THURSDAY, MARCH 7**

**Awards and Scholarship Lunch  
Keynote Address**

“Preparation of the Next Generation  
of Teachers and Learners:  
Innovations and Practical Application  
of Current and Emerging Technology”



**Mary Brownell, Ph.D.**

Director of the Collaboration for Educator  
Development, Accountability, and Reform (CEDAR)  
Center and Director of the National Center  
to Inform Policy and Practice (NCIPP)  
in Special Education Professional Development

**FRIDAY, MARCH 8**

**Recognition Lunch  
Keynote Address**

“Developing Effective Educators  
for Rural Schools”



**Margaret Kamman, Ph.D.**

Project Coordinator for the Collaboration for Educator  
Development, Accountability, and Reform (CEDAR)  
Center and of the National Center  
to Inform Policy and Practice (NCIPP)  
in Special Education Professional Development

**FRIDAY, MARCH 8**

**Recognition Lunch  
Keynote Address**

“Developing Effective Educators  
for Rural Schools”

# 2013 ACRES Conference Full Schedule

THURSDAY, MARCH 7, 2013	
<b>Registration / Information</b>	<b>Foyer, Salon 1 7:30 am – 5:00 pm</b>
<b>Continental Breakfast</b>	<b>Foyer, Salon 1 7:30 am – 8:30 am</b>
<p align="center"><b>Doctoral Student Annual Meet Up</b>  <b>8:00 am – 8:45 am</b>  <b>Hospitality 1</b></p> <p>This informal session will provide doctoral students an opportunity to meet and establish connections with their professional peer group. During this session, an assistant professor and several doctoral students will share their personal connections to rural special education and describe their current work.  Don't miss this opportunity to build networks that could last a lifetime.</p>	
<p align="center"><b>CONCURRENT SESSIONS 1</b>  <b>9:00 am – 9:50 am</b></p>	
<b>Salon 1</b>	<b>Salon 2</b>
<p><b>Next Generation Assessment for Students with Significant Cognitive Disabilities</b></p> <p>The Dynamic Learning Maps Consortia has been charged with developing an online, adaptive assessment for students with significant cognitive disabilities. An overview of the project and process thus far will help IHE faculty prepare pre-service teachers for the implementation of the new assessment in 2014-15.</p> <p>Presenter(s): <b>Patti Whetstone &amp; Elena Boeth</b>  Strand: Preservice</p>	<p><b>Effects of Rubric Presentation Options on Expressive Writing Quality</b></p> <p>Writing performance can be improved through the appropriate use of rubrics. However, students are not always explicitly taught rubric elements. This presentation describes a study that examined secondary student writing under three conditions in which students were taught rubric elements, provided with the rubric, and simply scored using the rubric.</p> <p>Presenter: <b>Todd Sundeen</b>  Strand: Inservice</p>
<b>Hospitality 1</b>	<b>Hospitality 2</b>
<p><b>Participatory Action Research in Post Secondary Education for Students with Intellectual Disabilities</b></p> <p>This presentation will center on the University of Vermont undergraduate course on participatory action research attended by students with and without intellectual disabilities. The syllabus, course activities and desired outcomes will be shared. Details related to individual student PAR projects will be discussed.</p> <p>Presenter(s): <b>Susan M. Ryan &amp; Stirling Peebles</b>  Strand: Transition</p>	<p><b>Investigation of a Special Education Program in a Public Cyber Charter School</b></p> <p>For students with disabilities at risk of leaving school without graduating, virtual schools have become an accepted alternative to traditional schools. One promising approach to increasing graduation rates is to design learning environments using the 5 Cs framework designed to increase school completion: Connect, Climate, Control, Curriculum, and Caring Community.</p> <p>Presenter(s): <b>Carrie Spitler, Jeanne Repetto &amp; Cathy Cavanaugh</b>  Strand: At Risk</p>
<b>Hospitality 3</b>	
<p><b>College and Asperger's: One Student's Journey from a Rural School District</b></p> <p>When students with Asperger's enter institutions of higher education (IHEs) they are often prepared to meet the academic challenges they encounter. Learn how this student's journey can teach rural schools the skills needed for students with Asperger's to transition to institutions of higher education (IHEs).</p> <p>Presenter(s): <b>Ann Richards</b>  Strand: Transition</p>	<p align="center"><b>TAKE TIME TO VISIT  THE SILENT AUCTION AND  SEE ITEMS TO BID ON</b></p>

**THURSDAY, MARCH 7, 2013  
CONCURRENT SESSIONS 2  
10:00 am – 10:50 am**

<b><i>Salon 1</i></b>	<b><i>Salon 2</i></b>
<p><b>Preparing Future Educators with the Strategies and Tools to Engage in the Learning Process in College.</b></p> <p>Two collaborators will share a pilot study created to provide freshmen a transition to college. This program creates a supportive cohort of classmates and professors that will journey together through the process of learning skills and strategies in reading and writing they can use in their college classes.</p> <p>Presenter(s): <b>Tanya Sturtz &amp; Darrell Hucks</b> Strand: Preservice</p>	<p><b>Increasing Teacher Behaviors Through Technology</b></p> <p>Presenters will describe an innovative and cutting edge technology used to decrease teaching behaviors of a first year math teacher. Baseline and post-intervention data will be discussed, as well as results and future studies to be conducted.</p> <p>Presenter(s): <b>Stacey Hardin</b> Strand: Technology</p>
<b><i>Hospitality 1</i></b>	<b><i>Hospitality 2</i></b>
<p><b>The Challenges and Promise of Teaching in Rural Areas: Listening to the Voices of the Teachers</b></p> <p>A national survey of 203 special educators has provided information on the positive characteristics and challenges of teaching in rural schools. Themes from the analysis are presented. The discussion will center on implications for stakeholders interested in increasing the satisfaction and retention of special education teachers in rural areas.</p> <p>Presenter(s): <b>Ann Berry</b> Strand: Collaborative Ed Models</p>	<p><b>CIRCLES: A New Service Delivery Model for Interagency Collaboration in Transition Planning</b></p> <p>In this session, we present the implementation of a new model for transition service delivery across 48 high schools in 15 counties in North and South Carolina in both rural and urban districts. Participants will explore next steps to implementing the CIRCLES model back to their home districts.</p> <p>Presenter(s): <b>Crystalyn Schnorr, Karen Diegelmann &amp; Kim Crump</b> Strand: Transition</p>
<b><i>Hospitality 3</i></b>	
<p><b>It's an App &amp; Tablet World: How Students With ASD Can Be a Part of It</b></p> <p>Assistive technology has proven to be beneficial in promoting skills for students with autism spectrum disorders. Participants will be introduced to accessibility features of the iPad that may be beneficial for these students. Implementation strategies and apps addressing areas of communication, socialization, and behavior.</p> <p>Presenter(s): <b>Eliza Cruz-Torres</b> Strand: Technology</p>	<p style="text-align: center;"><b>CHECK OUT ITEMS AT THE SILENT AUCTION FOR A TASTE OF REGIONAL DIVERSITY</b></p>

## Thanks to Conference Sponsors!

The ACRES Board of Directors and the Conference Committees wish to acknowledge and thank the following for their generous support of this year's ACRES Conference:

**University of Central Florida Exceptional Education Program**  
**University of Central Florida Toni Jennings Exceptional Education Institute**  
**University of Central Florida Teach Live™ Lab**  
**Lockheed Martin Mathematics and Science Academy**  
**University of Northern Colorado Bresnahan-Halstead Center on Disabilities**  
**Buffalo State University**

**THURSDAY, MARCH 7, 2013  
CONCURRENT SESSIONS 3  
11:00 am – 11:50 am**

<i><b>Salon 1</b></i>	<i><b>Salon 2</b></i>
<p><b>Setting the Stage for STEM Concepts Using an iPad</b></p> <p>STEM concepts and careers can be presented and taught in inclusive preschool settings utilizing I pads including usability and learner outcomes.</p> <p>Presenter(s): <b>Sara Aronin &amp; Kim Floyd</b> Strand: Early Childhood</p>	<p><b>Research and Practice in Distance Education for K-12 Students with Disabilities</b></p> <p>This project is a review of the empirical work to date in the area of K-12 online instruction and it's application and relevance for rural schools and school districts. It belays the debate regarding technology/media's role in instruction and demonstrates the need of empirically validating practices in this new environment.</p> <p>Presenter(s): <b>Barbara Serianni &amp; Eleazar Vasquez</b> Strand: Technology</p>
<i><b>Hospitality 1</b></i>	<i><b>Hospitality 2</b></i>
<p><b>Innovations in Literacy Instruction for Students with Intellectual Disabilities &amp; Autism</b></p> <p>The presenters will frame a series of studies on teaching literacy skills to students with intellectual disabilities/ASD into an informative "how to session" for teachers and faculty in teacher preparation programs.</p> <p>Presenter(s): <b>Robert Pennington &amp; Ginevra Courtade</b> Strand: Collaborative Ed Models</p>	<p><b>Native American Students in Special Education Placements: A Meta-analysis of Over-identification and Strategies for Correction</b></p> <p>Using federal and State reported data the question of whether Native American students are overrepresented in public school special education programs will be examined. Factors contributing to over-identification are identified with solutions.</p> <p>Presenter(s): <b>Michael Kallam &amp; Linda Kallam</b> Strand: Multicultural</p>
<i><b>Hospitality 3</b></i>	
<p><b>Utilizing YouTube: Promoting Reflective and Responsive Teaching in Special Education Practicum Experiences in Rural Settings</b></p> <p>To encourage practicum students in rural areas to analyze and reflect on their teaching, faculty at a regional university use a video analysis process that includes editing and submission of videos through YouTube. Presenters will discuss the benefits and challenges of using this process and provide suggestions for implementation.</p> <p>Presenter(s): <b>Julie Reneau &amp; Gwen Jones</b> Strand: Preservice</p>	<p style="text-align: center;"><b>DON'T FORGET TO STOP BY THE SILENT AUCTION AND BID ON YOUR FAVORITE ITEMS</b></p>

**Awards and Scholarship Lunch and Keynote Address**

**12:00 pm – 1:30 pm  
Signature 2**

**Presentation of Awards and Scholarships – Cathy Galyon Keramidas**

***Keynote Speaker – Lisa Dieker, University of Central Florida***

**“Preparation of the Next Generation of Teachers and Learners:  
Innovations and Practical Application of Current and Emerging Technology”**

**THURSDAY, MARCH 7, 2013**  
**CONCURRENT SESSIONS 4**  
**1:45 pm – 2:35 pm**

<i><b>Salon 1</b></i>	<i><b>Salon 2</b></i>
<p><b>Learning about the Cultural Competence of Indiana’s Special Educators</b></p> <p>Explores the types of inservice and preservice experiences related to cultural competence Indiana special educators have received, how Indiana special educators describe their personal and professional experiences related to cultural competence, and how Indiana special educators’ experiences inform their attitudes and practices.</p> <p>Presenter(s): <b>Daniel Abbott</b>  Strand: Multicultural</p>	<p><b>Metamorphosis: Emerging from a Traditional Degree Program into an Online Program</b></p> <p>This session will describe how we have made the transition from a degree program delivered almost entirely on campus to a program which is delivered completely online. We will discuss how and why we made the decision to go fully online, and how availability of enhanced technology influenced the process.</p> <p>Presenter(s): <b>Elaine A. Lambert, Terry Harbin &amp; Vicki Hartley</b>  Strand: Technology</p>
<i><b>Hospitality 1</b></i>	<i><b>Hospitality 2</b></i>
<p><b>Lessons learned from a large urban project that can be applied to rural settings</b></p> <p>The challenges of providing highly qualified administrators in poor, underfunded, hard to staff, urban and rural schools are many. This session will present the components of a federally funded project that provides a doctoral program to special education administrators in Florida through support from various technologies.</p> <p>Presenter(s): <b>Suzanne Martin, Angel Lopez &amp; Jillian Gourwitz</b>  Strand: Technology</p>	<p><b>Special Education Online Degree Completion Program for Paraprofessionals</b></p> <p>A new model of distance education is presented, in which paraprofessionals employed in public schools complete two years at community colleges then seamlessly transfer to a university-based program where they complete a bachelor’s degree with special education certification online. Webcams and Elluminate software are used for student observation and supervision.</p> <p>Presenter(s): <b>Melanie McGill</b>  Strand: Preservice</p>

## More About Acres Awards

At each year’s conference, ACRES presents a series of awards recognizing contributions to the field of rural special education and disability services. Awards may be presented in the following categories:

### Exemplary Rural Special Education Program Award

Each year, ACRES presents one annual award as a plaque to a program in any of eight categories that provides service to rural schools or communities and demonstrates an impact on rural special education.

### Research Proposal Award

Each year, ACRES provides one annual award of \$500 to a graduate student who proposes completion of a thesis or dissertation that is relevant to delivery of services to persons with disabilities in rural areas of the United States.

### Research Proposal Award

In some years, ACRES provides a special award as a plaque to one or more special educators who have demonstrated significant accomplishments in leadership on behalf of rural special education.

More information about these ACRES awards and nomination/application forms are available on the ACRES web site at: <http://acres-sped.org/awards>.

**THURSDAY, MARCH 7, 2013**  
**CONCURRENT SESSIONS 5**  
**2:45 pm – 3:35 pm**

<b><i>Salon 1</i></b>	<b><i>Salon 2</i></b>
<b>Using technology to differentiate instruction by products</b>  <p>The goal of this session is to give ideas to teachers about easy ways to incorporate free technology into their classrooms. Ideas presented will focus on differentiated products by student readiness, interest, and learning profile.</p> <p>Presenter(s): <b>Sara Aronin &amp; Michael O'Neal</b>  Strand: Technology</p>	<b>Integrating VAKT into a Differentiated Vocabulary Lesson Plan with Technology</b>  <p>A computer-based vocabulary lesson that utilizes research-based best practices of direct instruction and multi-sensory, strategy instruction. These lessons create a differentiated lesson plan for both small RTI groups and whole class instruction. From research with ELL students, the paired associations of visual and auditory supports afford more efficient use of instructional time. With practice, students learn to create the slides for themselves and to engage in self-directed learning.</p> <p>Presenter(s): <b>Sherry Stultz</b>  Strand: Technology</p>
<b><i>Hospitality 1</i></b>	<b><i>Hospitality 2</i></b>
<b>Applications of the Livescribe Echo Smartpen for Students with Disabilities: A Low-cost, High-impact Tech Tool</b>  <p>In this session, the Livescribe Echo smartpen will be shared as a low-cost tool with a wide variety of applications for students with disabilities. Specific applications will be described and demonstrated including use as a note-taking tool, a way to accommodate test-taking, and an aide for completing independent work.</p> <p>Presenter(s): <b>Angela Patti &amp; Krista Vince Garland</b>  Strand: Technology</p>	<b>Response to Intervention Perspectives: Implementation in Rural &amp; Urban Schools</b>  <p>This session will provide an overview and discussion of results from three recent studies on implementation of RTI including: an urban district quasi-experimental study (n=28,885), a survey study of rural educators on RTI teams (n=81), and a descriptive, observational study of special educator roles in schools implementing RTI (n=7).</p> <p>Presenter(s): <b>Janna Brendle, Heather Haynes, Belinda B. Mitchell &amp; Jane Pemberton</b>  Strand: Collaborative</p>
<b><i>Hospitality 3</i></b>	
<b>Computer Use and Self-Efficacy: A Comparison Between Rural and Urban Special Education Teacher Candidates.</b>  <p>Computers are now being used to teach a variety of skills to students with disabilities. The range and scope of technology-based interventions has increased dramatically in recent years, this study reports data on special education teachers' perceptions of self-efficacy in regards to incorporating computers into their teaching practices.</p> <p>Presenter(s): <b>Matt J. Jameson &amp; Hanah Egan</b>  Strand: Technology</p>	<p style="text-align: center;"><b>DON'T FORGET TO STOP BY</b>  <b>THE SILENT AUCTION AND</b>  <b>BID ON YOUR FAVORITE ITEMS</b></p>

## More About ACRES Scholarships

At each year's conference, ACRES provides one annual award of up to \$1000 to a teacher who is or was recently employed in a rural school district who is pursuing additional education or training.

More information about this ACRES scholarship and an application form is available on the ACRES web site at: <http://acres-sped.org/scholarships>.

**THURSDAY, MARCH 7, 2013**  
**CONCURRENT SESSIONS 6**  
**3:45 pm – 4:35 pm**

<b><i>Salon 1</i></b>	<b><i>Salon 2</i></b>
<b>“De-siloing” General and Special Education Through Digital Technology</b>  <p>Inclusion is not a reality when special and general education are “siloed” into their respective disciplines. Educating children with disabilities is impeded by this “siloing” effect. This presentation will focus on differentiating instruction through the use of digital technology to make curriculum accessible to all learners regardless of their location, socio-economic status, or learning needs.</p> <p>Presenter(s): <b>Gail Grigg &amp; Molly Keogh</b>  Strand: Inservice</p>	<b>Developmental Screening in Rural States</b>  <p>The presentation will focus on a discussion of the issues surrounding the current screening process used in the Universal Pre-K program in West Virginia and the perceptions of the involved stakeholders in the process.</p> <p>Presenter(s): <b>Alexandria Kappel</b>  Strand: Early Childhood</p>
<b><i>Hospitality 1</i></b>	<b><i>Hospitality 2</i></b>
<b>Teaching Reading to Students with Severe and Multiple Disabilities</b>  <p>The study participants were enrolled in a self contained classroom serving students with severe and multiple disabilities. To increase interactions/comprehension during shared stories, strategies using Universal Design for Learning components paired with a task analysis were developed during team planning meetings. Participants made progress as measured on the task analysis.</p> <p>Presenter(s): <b>Cynthia Lee, Russell Lee, &amp; Mary Beirne-Smith</b>  Strand: Collaborative Ed Models</p>	<b>Parent Perceptions of Parent Involvement of Students with Learning Disabilities</b>  <p>This study examined parent perceptions of parent involvement of parents who had elementary aged children with learning disabilities. The problem was to better understand why some parents become involved, while others do not. It focused on parent perceptions and parent reports of school communication, parent responsibilities, and parent self-efficacy.</p> <p>Presenter(s): <b>Holly Rice &amp; Dana Hilbert</b>  Strand: Parents and Families</p>
<b><i>Hospitality 3</i></b>	
<b>Innovative Instructional Practice: I-Achieve. Response Cards in the Digital Age</b>  <p>The researchers utilized the I-pad as a high tech response card during social studies instruction in an inclusive classroom. The effects of a high tech response card on student rates of active responding, on-task behavior and skill acquisition will be discussed as well as future implications for researchers and educators.</p> <p>Presenter(s): <b>Channon Horn &amp; Mark Butler</b>  Strand: Technology</p>	<p style="text-align: center;"><b>DON'T FORGET TO STOP BY</b>  <b>THE SILENT AUCTION AND</b>  <b>BID ON YOUR FAVORITE ITEMS</b></p>

## ACRES Over the Years

ACRES has always been a truly grass-roots organization supported by the volunteer efforts of its leaders and hosted by a series of universities that provided a home for the organization's headquarters:

**Murray State University**  
**University of Utah**  
**Montana State University – Billings**

**Western Washington University**  
**Kansas State University**  
**West Virginia University**

**THURSDAY, MARCH 7, 2013**  
**POSTER SESSION**  
**4:00 pm – 5:00 pm**  
**Salon 12**

- *Transportation Education: Connecting Students With Disabilities To The Urban Community By Utilizing Technology Applications*, Jennifer Gallup
- *Expanding Training Opportunities for Parents of Children with Autism*, Jennifer Suppo & Michael R. Mayton
- *Effective Evaluation for Rural Special Educators: A Contradiction in Terms?*, Melissa Jones-Bromenshenkel
- *Reading and Writing Accommodations for Post-Secondary Students: The Role of Technology*, Kim Floyd & Christan Coogle
- *Effects of a Modified SRSD on Online Book-Report Performances of Students with Learning Disabilities: Case Study*, Sung Hee Lee
- *Using Content Area Literacy and Universal Design for Learning to Improve Student Achievement*, Kara Rosenblatt & Peggy Whitby
- *Healthy Parenting After Divorce*, Robert Angel & Debra Lockwood
- *Service Learning and Teacher Training: The Benefits of Program Wide Service Learning*, Melina Alexander & Jack Mayhew
- *Universal Design for Learning in Online Course Delivery: Students' Perceptions of Instructional Delivery*, Cynthia Pearl, Jennifer Gallup & Katie Miller

**Town Hall Meeting**

**5:00 pm – 6:00 pm**  
**Salon 15 & 16**

**Open to Everyone. Come and hear all that is happening in ACRES.**

**New Comers / Old Timers Reception**

**6:00 pm – 7:00 pm**  
**Salon 15 & 16**

**Join us for friendship, food and fun!**  
**Catch up with old friends and make a few new ones.**  
**Hors d'oeuvres provided; cash bar available.**



<b>FRIDAY, MARCH 8, 2013</b>	
<b>Registration / Information</b>	<b>Foyer, Salon 1 7:30 am – 12:00 pm</b>
<b>Continental Breakfast</b>	<b>Foyer, Salon 1 7:30 am – 8:30 am</b>
<b>CONCURRENT SESSIONS 7</b> <b>9:00 am – 9:50 am</b>	
<b><i>Salon 1</i></b>	<b><i>Salon 2</i></b>
<b>Collaborative Community-Based Pre-Kindergarten Programs: Increasing Accessibility and Identification in Early Childhood</b>  By establishing successful, collaborative partnerships with local Head Starts, private child care centers and DoD early childhood programs, public schools can increase accessibility to quality early childhood environments for preschool children with and without disabilities. In addition, the collaborations can provide opportunities for early identification and intervention services for children with disabilities.  Presenter(s): <b>Dana Hilbert &amp; Holly Rice</b> Strand: Early Childhood	<b>Teacher Research on Cultural Responsiveness with Students with Exceptional Learning Needs</b>  Students in a special education capstone course became teacher researchers in their teaching settings. They completed a culturally responsiveness checklist and reflected on their use of culturally responsive strategies. The instructor as lead researcher examined their reflections and developed themes in the areas of classroom environment, instruction, interactions, and assessment.  Presenter(s): <b>Elaine Lambert &amp; Vicki Hartley</b> Strand: Multicultural
<b><i>Salon 12</i></b>	<b><i>Hospitality 1</i></b>
<b>Online Reciprocal Peer Revision Strategy for Skilled and Struggling Writers</b>  In this experiment, we paired struggling writers at one school with skilled writers at another school and taught them how to give each other feedback on online stories using the social writing site storybird.com. We will report on the promises and pitfalls of this strategy.  Presenter(s): <b>Sung Hee Lee &amp; Jill Olthouse</b> Strand: Technology	<b>Cameras in the Classroom: Remote Supervision of Graduate Student Teachers</b>  This presentation will share insights on supervising graduate level student teachers utilizing web cameras and Adobe® Connect™. Feedback about conducting observations via the web-based conferencing platform was positive from both students and instructor and allowed for increased classroom access in terms of time and geography.  Presenter(s): <b>Krista Vince Garland &amp; Dennis Garland</b> Strand: Technology
<b><i>Hospitality 2</i></b>	<b><i>Hospitality 3</i></b>
<b>Bridging the Gap between Research and Practice in Rural Classrooms</b>  This presentation provides a model in which students become researchers and leaders, as their work in their master's degree program serves as a model for subsequent students in the program. The model is based on three decades of personnel preparation in moderate and severe disabilities at the University of Kentucky.  Presenter(s): <b>Ann Katherine Griffen &amp; Belva Collins</b> Strand: Inservice	<b>Embedding evidence-based practices in teacher preparation programs to prepare highly qualified special educators</b>  The use of evidence-based practices (EBPs) is an essential component of teaching in diverse classrooms and is required as part of Response to Intervention. Presenters will describe how faculty at one institution embedded EBPs in their programs to ensure graduates meet the highly qualified teacher requirements in IDEA.  Presenter(s): <b>Barbara Fink Chorzempa &amp; Jane M. Sileo</b> Strand: Preservice

## Become a Member of ACRES

If you have enjoyed learning from and networking with us at the conference but are not already a member of ACRES, we invite you to join our unique professional organization focused on topics and issues in rural special education and disability services. You can learn more about our organizational structure, conference, publications program, and advocacy efforts at <http://acres-sped.org>. We will find an Application for Membership at <http://acres-sped.org/membership> so you can join up now.

**FRIDAY, MARCH 8, 2013**  
**CONCURRENT SESSIONS 8**  
**10:00 am – 10:50 am**

<b><i>Salon 1</i></b>	<b><i>Salon 2</i></b>
<b>Strategies to Promote Communication Development in Young Children at Risk for Autism</b>  <p>The development of effective communication skills is critical for young children with an autism spectrum disorder. The purpose of this presentation is to provide an overview of research-based communication intervention strategies that can be used by family members and early childhood educators within routines and activities of natural environments.</p> <p>Presenter(s): <b>Christian Grygas-Coogle, Kim Floyd &amp; Mary Frances Manline</b>  Strand: Preservice</p>	<b>A Comparison of Education in Latin America and Rural Southern Appalachia: Implications for Special Educators</b>  <p>This presentation is based on a qualitative research study which compared educational experiences in Venezuela and rural Southern Appalachia. Issues related to differences in culture affecting education were: collectivism and individualism, discrimination, and curriculum content and delivery. The implications of cultural differences in rural and urban education will be discussed.</p> <p>Presenter(s): <b>Debra Lockwood &amp; Harold Blanco</b>  Strand: Multicultural</p>
<b><i>Salon 12</i></b>	<b><i>Hospitality 1</i></b>
<b>RtI Implementation, Coordination, and Effectiveness in Rural Settings</b>  <p>The purpose of this study was to explore Response to Intervention's (RtI) implementation in rural settings. School District Programming Personnel were questioned using a formal interview. Comparisons were conducted between urban, suburban, and rural school districts. Implications for Specific Learning Disabilities identification will be discussed.</p> <p>Presenter(s): <b>Jennifer Killpack-Zion, Melina Alexander &amp; Kristin Nelson</b>  Strand: Collaborative Ed Models</p>	<b>Partnerships for Native American Innovative Leadership</b>  <p>This session highlights the ongoing work of the Navajo Nation Teacher Education Consortium, comprised of ten universities in the Four Corners region. The presentation delineates culturally responsive leadership preparation of Native American educators to become principals and special education administrators.</p> <p>Presenter(s): <b>Harvey Rude</b>  Strand: Multicultural</p>
<b><i>Hospitality 2</i></b>	<b><i>Hospitality 3</i></b>
<b>Forging and Sustaining School-University Partnership to Promote Inclusive Education in Rural Schools</b>  <p>SUNY Fredonia's Project RAISE-UP (Redesigning and Improving Special Education - Undergraduate Program) has implemented systematic procedures to enhance our partnerships with rural school districts. As part of our federally funded 325T grant, an ongoing process of developing clinically rich field placements within inclusive settings will be presented.</p> <p>Presenter(s): <b>Kathleen Magiera, Rhea Simmons, Jill Marshall &amp; Xiaoning Chen</b>  Strand: Preservice</p>	<b>Remote Webcam Teacher Supervision: When It Works, What to Do When It Doesn't</b>  <p>Webcam supervision is expanding, and its benefits are becoming well established. As the practice matures, a pattern of hurdles is emerging. We explore practical solutions to typical issues such as inadequate bandwidth, solving tech glitches during an observation, technophobia amongst teacher candidates, and supervisors' resistance toward this "non-traditional" supervision approach.</p> <p>Presenter(s): <b>Steven Koch</b>  Strand: Technology</p>

## Publishing in the RSEQ Journal

*Rural Special Education Quarterly* invites conference participants to submit a manuscript sharing their work with others in the field. *RSEQ* is a well-respected national peer-reviewed professional journal that has been published quarterly for over 30 years. An overview of the journal, the submission guidelines are posted on the ACRES web site at <http://acres-sped.org/journal>.

**FRIDAY, MARCH 8, 2013**  
**CONCURRENT SESSIONS 9**  
**11:00 am – 11:50 am**

<b><i>Salon 1</i></b>	<b><i>Salon 2</i></b>
<b>Who's Ready to Learn Online?</b>  <p>Online coursework is common in Special Education Programs that train teachers for rural areas. Does every student have the potential to learn well online? This session will discuss a study where half of the students were face-to-face and the other half were online. The two sections will be compared.</p> <p>Presenter(s): <b>Cathy Galyon Keramidas &amp; Michael Mayton</b>  Strand: Technology</p>	<b>Could You Put That in Writing? Absent Minded Professors Meet Online Instruction</b>  <p>Presenters will explore personal and professional adjustments to online instruction. The session will encourage participants to reflect and share on their own digital-age instructional strengths and weaknesses in a traditional classroom. Discussion will also include navigating a different set of demands on instructor time.</p> <p>Presenter(s): <b>Vicki Hartley &amp; Steve Street</b>  Strand: Preservice</p>
<b><i>Salon 12</i></b>	<b><i>Hospitality 1</i></b>
<b>Rural Special Education Instructional Technology: Creative Solutions for Acquisition</b>  <p>Preparing 21<sup>st</sup> century learners should include the integration of instructional technology into all classrooms. This presentation will describe the benefits of instructional technology, the challenges for rural schools and districts, emerging technologies, and creative solutions for funding instructional technology acquisition.</p> <p>Presenter(s): <b>Todd Sundeen</b>  Strand: Technology</p>	<b>Using Technology to Increase Student Engagement and Achievement</b>  <p>Rural schools can benefit from the plethora of technology resources to increase the performance of students with and without disabilities. Interventions that maximize student engagement increase student participation, time on-task, peer interactions, active learning, and student achievement. This session demonstrates research-based no to low cost resources.</p> <p>Presenter(s): <b>Brittany Lynn Hott &amp; Suzanne Thomas</b>  Strand: Inservice</p>
<b><i>Hospitality 2</i></b>	<b><i>Hospitality 3</i></b>
<b>Innovative Methods for Preparing Professionals to Conduct Reliable Classroom Observations in Rural and Urban Settings</b>  <p>Participants will learn innovative methods for preparing professionals to conduct reliable classroom observations. Technology such as video-conferencing, customizable online tests, and tablet applications will be highlighted. A demonstration of technology ideas will expose participants to tools to prepare those observing teachers and teacher candidates.</p> <p>Presenter(s): <b>Aaron Koch &amp; Carrie Straub</b>  Strand: Technology</p>	<b>Evaluating Effects of Web Conferencing Software on Active Student Responding in a Graduate Course</b>  <p>Increasing student participation in a web-conferencing environment is critical to success and communication. Results from recent data collection conducted during the delivery of a graduate course, indicate high rates of active student responding and satisfaction with specific features (e.g., polling) of the web conferencing software, Adobe Connect Pro™.</p> <p>Presenter(s): <b>Tina Hudson</b>  Strand: Technology</p>

**Recognition Lunch and Keynote Address**

**12:00 pm – 1:30 pm**  
**Signature 2**

**Recognition of Contributions – Todd Sundeen / Silent Auction Outcomes – Buddy Hooper**

***Keynote Speakers – Mary Brownell and Meg Kamman, University of Florida***

**“Developing Effective Educators for Rural Schools”**

**FRIDAY, MARCH 8, 2013**  
**CONCURRENT SESSIONS 10**  
**1:45 pm – 2:35 pm**

<b><i>Salon 1</i></b>	<b><i>Salon 2</i></b>
<b>Student Experiences and Outcomes with Synchronous and Asynchronous Learning Environments</b>  <p>This presentation will address student experiences and outcomes with synchronous and asynchronous learning environments. Student's experiences and outcomes will be related to their responses to a survey and scores on quizzes. This information will contain implications for anyone involved in designing distance-learning courses or other forms of computer based learning (e.g., satellite schools).</p> <p>Presenter(s): <b>Christian Grygas-Coogle &amp; Kim Floyd</b>  Strand: Technology</p>	<b>Using Technology-Enhanced Items to Assess Students with Significant Cognitive Disabilities</b>  <p>In developing the new alternate assessment, the Dynamic Learning Maps Consortia has utilized a dynamic, research-based map illustrating skill development, the Common Core State Standards, and the Essential Elements to inform decisions about assessment content. Items are technology-enhanced, increasing accessibility for students with significant cognitive disabilities.</p> <p>Presenter(s): <b>Suzanne Peterson, Sarah Grewing &amp; Patti Whetstone</b>  Strand: Collaborative Ed Models</p>
<b><i>Salon 12</i></b>	<b><i>Hospitality 1</i></b>
<b>Special Educator Preparation in Autism Spectrum Disorders: Graduate Follow-up System Initiative</b>  <p>Session features an overview/preliminary results of an evaluation model addressing to Combined Priority for Personnel Preparation (CFDA 84.325K): Training of Personnel to Serve School Age Children with Low Incidence Disabilities, Competitive Preference Priority 1: Design, field-test, and implement a clear, effective plan for evaluating the knowledge and skills of graduates.</p> <p>Presenter(s): <b>Cynthia Pearl, Jillian Gourwitz &amp; Kelly Schaffer</b>  Strand: Preservice</p>	<b>Project ENVISION: An Online Program to Prepare Teachers for Students with Low Vision/Blindness</b>  <p>This session describes an online delivery model for coursework and clinical experiences in a graduate certification and degree program in low vision/blindness. The presenters will describe and display how the technology is used for live interactive class sessions, conferences between practicum students and supervisory personnel, and advising and mentoring activities.</p> <p>Presenter(s): <b>Barbara Ludlow</b>  Strand: Technology</p>
<b><i>Hospitality 2</i></b>	<b><i>Hospitality 3</i></b>
<b>Teaching Diverse Learners Online: Flipped Courses and Other Strategies</b>  <p>Participants will experience current P-12 technology-based instructional and assessment practices through demonstration and hands-on learning (e.g., clickers, Ipods, smart phones, podcasting, face time, blended and flipped classrooms), with implications for P-12 practices and preparation of special educators, particularly for rural areas. Action research by classroom teachers will be presented.</p> <p>Presenter(s): <b>Debbie Schumacher, Deborah Spalding &amp; Lisa Allen</b>  Strand: Technology</p>	<p style="text-align: center;"><b>PLEASE COLLECT ALL  SILENT AUCTION ITEMS  BY 5:00 PM TODAY</b></p>

## **Congratulations to ACRES New Board Members and Officers!**

The results of the recent election of Board members and officers are now in! ACRES is pleased to welcome the new members of the Board of Directors and the new Officers who will help to lead our organization during the coming year and support our efforts to sustain the organization and its members as well as to promote the interests of rural special education and disability services.

**FRIDAY, MARCH 8, 2013**  
**CONCURRENT SESSIONS 11**  
**2:45 pm – 3:35 pm**

<i><b>Salon 1</b></i>	<i><b>Salon 2</b></i>
<p><b>Sustaining School-University Partnerships: A Twenty-Year Retrospective of Tutoring in an After-School Program</b></p> <p>The goal of the study was to examine why a school-university partnership has been sustainable for over twenty years. The investigators found that there was a pattern of benefit for the students being tutored as well as undergraduate teacher candidates. The prolonged relationship allowed for an ease of implementation.</p> <p>Presenter(s): <b>Kathleen Magiera &amp; Laura Geraci</b>  Strand: Preservice</p>	<p><b>Examining Collaborative Teaching in Rural and Urban Settings Across the State of Kentucky</b></p> <p>Co-teaching models employed in middle school classrooms across Kentucky are examined. Participants will see the results of 284 classroom observations taken within an IES funded study during the 2011-12 school year. These classroom observations include rural settings and urban settings. Implications of collaborative teaching practices across settings are discussed.</p> <p>Presenter(s): <b>Mark Butler &amp; Channon Horn</b>  Strand: Collaborative Ed Models</p>
<i><b>Salon 12</b></i>	<i><b>Hospitality 1</b></i>
<p><b>Considerations for Using Bug-in-the-Ear Technology to Support Student Teachers in Rural Classrooms</b></p> <p>Among the greatest needs of early career teachers is the opportunity for receiving feedback from supervisors and mentors. This presentation describes a pilot study in which novice teachers of students with low incidence disabilities were provided immediate feedback on their use of behavior specific praise via Bug-in-the-Ear Bluetooth™ technology.</p> <p>Presenter(s): <b>Dennis Garland, Eleazar Vasquez III, Krista Vince Garland &amp; Bill Wienke</b>  Strand: Technology</p>	<p><b>Preparing Culturally Competent Special Education Faculty for Rural Culturally Diverse Populations in the Digital Age</b></p> <p>Program develops culturally competent special education faculty in a combined rural distance education and in-residence doctoral program. Students become highly qualified special education faculty in teaching, research, technology, and cultural/linguistic diversity. Web-based and video conferencing technologies increase capacity to reach rural students who want to pursue culturally relevant doctoral programs</p> <p>Presenter(s): <b>Patricia Peterson, Carol Truett, Deanna McCarty</b>  Strand: Multicultural</p>
<i><b>Hospitality 2</b></i>	<i><b>Hospitality 3</b></i>
<p><b>Project SOLVE: The Examination of Synchronous Online Learning in Virtual Environments in Teacher Preparation</b></p> <p>This presentation will review preliminary results of a study that evaluated the effect of two instructional delivery models (traditional face-to-face instruction versus synchronous virtual environment instruction) on the engagement, achievement and satisfaction of graduate students in Exceptional Education Teacher Preparation courses. Reflections, demonstrations and future investigation will be shared.</p> <p>Presenter(s): <b>Jennifer Westover</b>  Strand: Technology</p>	<p><b>Using iPads to Increase Core Vocabulary in Students with Autism</b></p> <p>The study was designed to investigate the use of the iPad® and AAC application, on increasing the use of core vocabulary of individuals with ASDs. The results of the study support the use of the iPad with AAC application containing core vocabulary as a viable option of SGD for individuals with ASDs which supports language acquisition and functional communication.</p> <p>Presenter(s): <b>Jason Knight</b>  Strand: Technology</p>

## Learn Even More – Read the ACRES Conference Proceedings

If you missed a session because you were present your own paper or attending a different session, you can check out the papers in the conference document. The ACRES Conference Proceedings contains all papers that were submitted by presenters before the proceedings deadline. These papers provide more detail about the projects with references and contact information. The proceedings document is available now at the ACRES web site at <http://acres-sped.org/conference>.

**FRIDAY, MARCH 8, 2013**  
**CONCURRENT SESSIONS 12**  
**3:45 pm – 4:35 pm**

<i><b>Salon 1</b></i>	<i><b>Salon 2</b></i>
<p><b>Problem-Solving Approach to Social and Emotional Development of Preschool Children, With and Without Disabilities</b></p> <p>Problem solving techniques encourage social and emotional development of young children (with and without disabilities) in ways that promote internal self regulation. Strategies are shared to teach preschool children to form positive relationships, resolve conflicts, learn self-discipline, and show respect for others.</p> <p>Presenter(s): <b>Laura Boswell &amp; Janet Dozier</b>  Strand: Early Childhood</p>	<p><b>How Can Struggling, Low-Enrollment Special Education Personnel Preparation Programs Become Viable in the Digital Age</b></p> <p>Some preservice special education programs (e.g., low-incidence disabilities, early childhood special education, etc.) are struggling to maintain enrollment, and often these programs are in jeopardy of being cut by their university. This session will be a roundtable discussion of what struggling programs can do to increase enrollment and viability</p> <p>Presenter(s): <b>Cathy Galyon Keramidas</b>  Strand: Preservice</p>
<i><b>Salon 12</b></i>	<i><b>Hospitality 1</b></i>
<p><b>Student Teaching 2.0: Rural Student's and the Virtual Coaching Model</b></p> <p>This presentation will introduce the Virtual Coaching Model used to observe, coach and evaluate student, beginning and/or teachers needing feedback in rural districts. Administrators will identify technology needed, develop a plan to integrate VCM and be able to support beginning teachers with immediate feedback from anywhere Wi-Fi access is provided.</p> <p>Presenter(s): <b>Wanda Wade &amp; John Platt</b>  Strand: Preservice</p>	<p><b>Social Media as a Communication Tool for Individuals with Disabilities Living in Rural Settings</b></p> <p>Facebook supported the social skill development of an individual with disabilities, who attended a rural school and resides in a rural environment. Data include Facebook interactions and interviews over a period of six months. Using social network theory, analysis found the quantity and quality of social ties with others increased.</p> <p>Presenter(s): <b>Susan Schultz</b>  Strand: Technology</p>
<i><b>Hospitality 2</b></i>	<i><b>Hospitality 3</b></i>
<p><b>The Use Of Clickers In Secondary Education Math With Students With High-Incidence Disabilities</b></p> <p>A withdrawal design paired with content quizzes examined the effect of clickers to increase the participation of students diagnosed with high-incidence disabilities in a secondary grade resource math class and in an inclusive math class. Student participation and their level of enjoyment in class with the use of clickers increased.</p> <p>Presenter(s): <b>Jeremy Mills</b>  Strand: Technology</p>	<p style="text-align: center;"><b>PLEASE COLLECT ALL  SILENT AUCTION ITEMS  BY 5:00 PM TODAY</b></p>

**FRIDAY EVENING FREE TO EXPLORE ORLANDO!!!**

**SATURDAY, MARCH 9, 2013**  
**CONFERENCE CLOSING ACTIVITIES**  
**8:00 am – 10:30 am**

<b>Continental Breakfast</b>		<b>Foyer, Salon 1 -- 7:30 – 8:30 am</b>
<p style="text-align: center;"><b>ACRES Post-Conference Open Board Meeting</b></p> <p style="text-align: center;"><b>8:00 am – 9:00 am</b>  <b>Hospitality 1</b></p> <p style="text-align: center;"><b>Everyone is welcome to attend. This meeting is not mandatory  but the Board would love to hear your ideas for ACRES.</b></p>		
<p style="text-align: center;"><b>Roundtable Discussions</b>  <b>9:00 am – 10:30 am</b></p>		
<b><i>Hospitality 1</i></b>	<b><i>Hospitality 2</i></b>	<b><i>Hospitality 3</i></b>
<p style="text-align: center;"><b><i>Mastering Online Instruction</i></b>  <b><i>Barbara Ludlow</i></b>  <i>West Virginia University</i></p> <p>This session will provide an opportunity for those already implementing online instruction or deciding whether to move to online instruction to share ideas.</p>	<p style="text-align: center;"><b><i>Writing for RSEQ</i></b>  <b><i>Belva Collins</i></b>  <i>University of Kentucky</i>  <b><i>Cathy Galyon Keramidas</i></b>  <i>East Tennessee State University</i></p> <p>This session will provide an opportunity for prospective authors, both novice and veteran, to learn more about how to get their manuscripts published.</p>	<p style="text-align: center;"><b><i>Securing Grant Funding</i></b>  <b><i>Wilfred Wienke</i></b>  <i>University of Central Florida</i></p> <p>This session will provide an opportunity for those with funded projects and those preparing to submit proposals to learn more about seeking and managing grants.</p>

## Help Us Improve Future Conferences!

ACRES values feedback from each year's conference participants to assist in planning speakers, sessions, and events for next year's conference. After the conference is over, all participants will be sent an email with a link to complete the ACRES Conference Evaluation Form. We hope you will take a few minutes to offer your suggestions for making next year's conference even better.

## Get Ready for Next Year's Conference!

The 2014 ACRES Conference is planned for mid-March in Tucson, Arizona. This sunny southwestern city, the crossroads of many cultures, offers many exciting attractions for participants. The Call for Proposals submission process will open on September 1 and close on October 15, with notifications by November 15. More information about next year's conference will be posted soon at <http://acres-sped.org/conference>.

## Can YOU Host an ACRES Conference?

ACRES is always looking for support from local groups to plan and conduct each annual conference, alternating between venues in the east and west in alternate years. The conference needs to be held in locations that have reasonable hotel costs, easy travel arrangements, and interesting local sights to attract presenters and participants. If you are interested in hosting an future ACRES conference, please request information from [acres-sped@mail.wvu.edu](mailto:acres-sped@mail.wvu.edu).

