

ACRES

American Council on Rural Special Education

35th ANNUAL NATIONAL CONFERENCE

The High Stakes Game: Improving Student Outcomes In Rural and Urban Schools



March 9-12, 2016

Flamingo Las Vegas Hotel and Casino

Las Vegas, Nevada

Welcome!

ACRES 35th ANNUAL NATIONAL CONFERENCE

The High Stakes Game: Improving Student Outcomes In 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 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 Program Chair(s)

Cathy Galyon Keramidas, East Tennessee State University
Robert Pennington, University of Louisville

Conference Proceedings Editor(s)

Carla Brigandi, West Virginia University

Conference Host

West Virginia University

Conference Arrangements Committee

Ann Richards, ACRES Events Manager
Barbara Ludlow, ACRES Headquarters Coordinator
Michael Mayton, ACRES Operations Director
Kim Floyd, ACRES Board of Directors
West Virginia University

Special thanks to all the individuals who participated in the proposal review process.

ACRES Headquarters staff would like to recognize **Donna Staggs** and **Mary Higgins** of West Virginia University, for their assistance with the conference registration process.

ACRES OFFICERS 2015-2016

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SECRETARY Channon Horn (16) Asbury University	TREASURER Cathy Galyon Keramidas (16) East Tennessee State University	
HISTORIAN Melinda Jones Ault (16) University of Kentucky	APPRENTICE HISTORIAN Ann Berry (16) Plymouth State University	CONSULTING HISTORIAN Britt Ferguson (16) National University

ACRES NATIONAL HEADQUARTERS

Headquarters Coordinator Barbara Ludlow (16, ex officio) West Virginia University	Operations Director Michael Mayton West Virginia University	Events Manager Ann Richards West Virginia University
Staff Support Donna Staggs West Virginia University	Accounting Support Mary Higgins West Virginia University	Technical Support Jane LeFevre West Virginia University

EDITOR(S)

RSEQ Executive Editor Belva Collins (18, ex officio) University of Kentucky	RSEQ Managing Editor Cathy Galyon Keramidas East Tennessee State University	RSEQ Technical Editor Ginevra Courtade University of Louisville
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ACRES BOARD OF DIRECTORS 2015-2016

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ACRES COMMITTEES 2015-2016

- ♣ **Awards/Scholarships:** Tina Hudson (Chair), Kim Floyd, Cathy Galyon Keramidas
- ♣ **Conference Planning:** Barbara Ludlow, Ann Richards, Cathy Galyon Keramidas, Rob Pennington
- ♣ **Editorial Board Liaison:** Cathy Galyon Keramidas
- ♣ **Financial Oversight:** Kevin Miller, Barbara Ludlow
- ♣ **Governmental Relations:** Harvey Rude (Chair), Matt Jameson
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- ♣ **Nominations and Elections:** Matt Jameson (Chair)
- ♣ **Partnerships/Marketing:** Trey Vasquez (Chair), Kevin Miller, Cathy Galyon Keramidas, Karen Hager Martinez, Vicki Knight
- ♣ **Silent Auction:** Kim Floyd (Chair), Cathy Galyon Keramidas

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

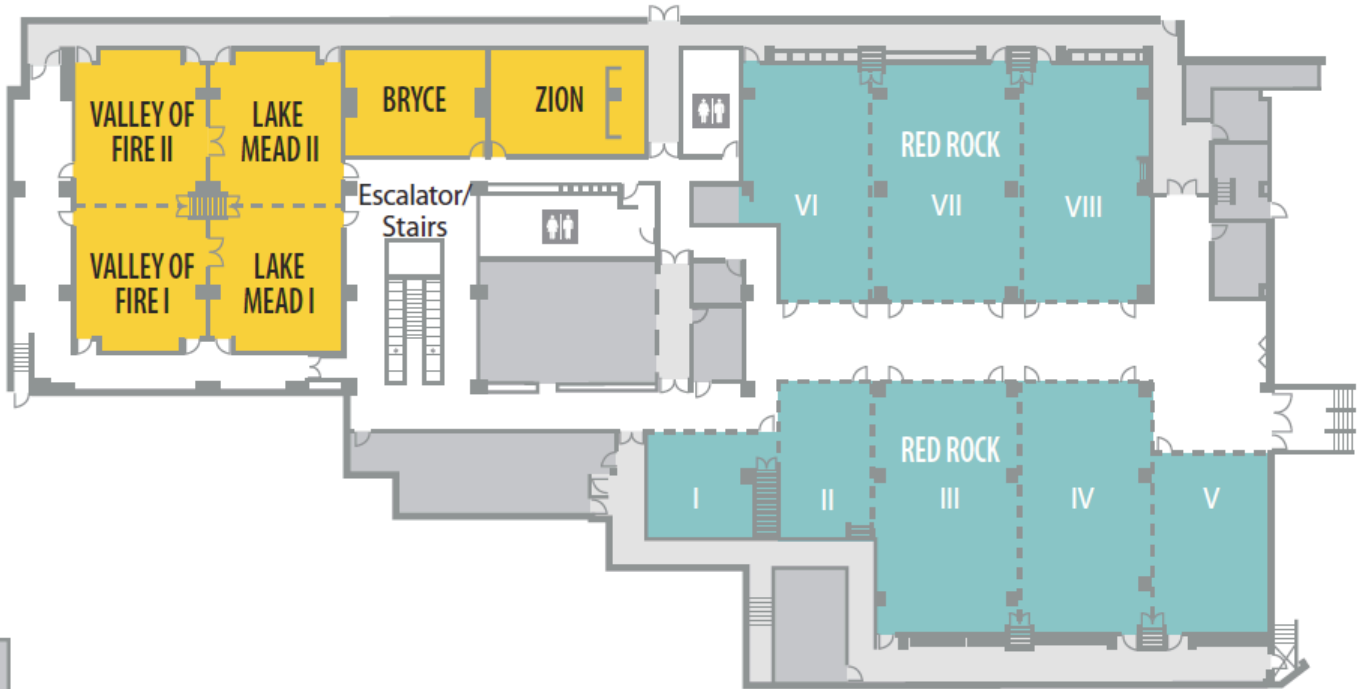
The members of ACRES strive to provide leadership and support that will enhance services for individuals with exceptional needs, their families, the professionals who work with them, and for the rural communities in which they live and work.

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.

**2016 ACRES Conference Hotel Conference Area
Flamingo Las Vegas Hotel and Casino**

**EXECUTIVE CONFERENCE CENTER
LOWER LEVEL**



2016 ACRES Conference Schedule At A Glance

WEDNESDAY, MARCH 9, 2016	
1:00 pm – 6:00 pm Registration Open	Red Rock Registration Desk
6:00 pm – 7:00 pm Board of Directors Meeting	Red Rock 5
THURSDAY, MARCH 10, 2016	
7:00 am – 5:00 pm Registration Open	Red Rock Registration Desk
7:00 am – 8:00 am Continental Breakfast	Garden View Terrace
8:30 am – 4:30 pm Exhibitors	Foyer outside Red Rock 3
10:00 am – 5:00 pm Silent Auction	Red Rock 5
Opening Session and Keynote Address 8:15am - 9:45 am	
Concurrent Session One 10:00 am -10:50 am	
Concurrent Session Two 11:00 am - 11:50 am	
Lunch and Keynote Address 12:00 pm - 1:30 pm	
Concurrent Session Three 1:45 pm - 2:35 pm	
Concurrent Session Four 2:45 pm – 3:35 pm	
Concurrent Session Five 3:45 pm – 4:45 pm	
Town Hall Meeting 5:00 pm - 5:30 pm	
New Comers / Old Timers Reception 5:30 pm - 7:00 pm	
FRIDAY, MARCH 11, 2016	
7:00 am – 4:00 pm Registration Open	RR Registration Desk
7:00 am – 8:00 am Continental Breakfast	Garden View Terrace
7:15 am – 8:15 am Editorial Board Meeting	Red Rock 4
8:00 am – 4:00 pm Exhibitors	Foyer outside Red Rock 3
8:30 am – 11:45 am Silent Auction	Red Rock 5
Concurrent Session Six 8:15 am - 9:05 am	
Concurrent Session Seven 9:15 am - 10:05 am	
Concurrent Session Eight 10:15 am pm – 11:05 am	
Concurrent Session Nine 11:15 am – 12:05 pm	
Recognition Lunch and Keynote Address 12:30 pm - 1:45 pm	
Concurrent Session Ten 1:45 pm – 2:20pm	
Interactive Sessions 3:00 pm - 4:30 pm	
Afternoon Break 3:15 pm - 4:15 pm	
Round Table Discussions 3:00 pm - 4:30 pm	
SATURDAY, MARCH 12, 2016	
7:00 am – 10:00 am Registration	Red Rock Registration Desk
7:00 am – 8:00 am Continental Breakfast	Garden View Terrace
ACRES Post-Conference Board Meeting 7:00 am – 8:00 am	
Concurrent Session Eleven 8:00 am – 8:50 am	
Concurrent Session Twelve 9:00 am – 9:50 am	
Concurrent Session Thirteen 10:00 am – 10:50 am	
Concurrent Session Fourteen 11:00 am – 11:50 am	

2016 ACRES Conference Special Events

Silent Auction

Thursday, 9:30 am - 5:00 pm Friday, 8:30 am – 11:45 am
Red Rock 5

**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!
All proceeds support the ACRES Teacher Scholarship Award.**

Exhibitors

Thursday, 10:00 am - 5:00 pm Friday, 8:00 am – 4:00 pm
Foyer outside of Red Rock 3

**Take some time out in between conference sessions to stop by the exhibit area
to learn more about the interesting products and services available from vendors.**

Town Hall Meeting

Thursday, 5:00 - 5:30 pm

**ACRES members and all conference participants are invited to attend this meeting to hear an update
on ACRES activities and .share their ideas for the future of the organization.**

New Comers / Old Timers Reception

Thursday, 5:30 - 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.**

2016 ACRES Conference Full Schedule

THURSDAY, MARCH 10, 2016	
7:00 am – 5:00 pm Registration / Information	Red Rock Registration Desk
7:00 am - 8:00 am Continental Breakfast	Garden View Terrace
10:00 am – 5:00 pm Silent Auction	Red Rock 5
<p style="text-align: center;">Opening Session and Keynote Address 8:15 am – 9:45am Red Rock 3</p> <p style="text-align: center;">Welcome– Ginevra Courtade, ACRES Board Chair Overview of Conference –Cathy Galyon Keramidas & Rob Pennington, ACRES Conference Co-Chairs Introduction of Keynote Speaker; Harvey Rude, ACRES Board Member</p> <p style="text-align: center;">Keynote Speaker – Larry Wexler, U.S. Office of Special Education and Rehabilitative Services <i>Forty Years of IDEA</i></p>	
CONCURRENT SESSION ONE 10:00 am – 10:50 am	
Valley of Fire 1	Valley of Fire 2
<p>Employing Google Docs to Increase Collaboration For Behavior Interventions in Rural Areas</p> <p>The development of technology has allowed for greater collaboration for students with disabilities, particularly those with emotional and behavioral disorders (EBD). Partnership and teamwork are integral in implementing positive behavior support (PBS) plans. Google Docs is one method that can be used to increase collaboration between stakeholders in rural areas.</p> <p>Samantha Rigglesman & Jennifer Buchter University of Nevada, Las Vegas</p>	<p>Preparing Students with Autism for College: The Next Frontier</p> <p>As the population of students with autism increases, more students enter the college environment and encounter unexpected obstacles, many of which are not addressed by traditional accommodations. Teachers will need to rethink transition services for these students. This session will address these obstacles and potential solutions to improve successful transitions.</p> <p>Ginger Kelso Stephen F. Austin State University</p>
Lake Mead 1	Lake Mead 2
<p>Sustainable Coaching of Rural Special Education Teachers</p> <p>As the research in the effective coaching of teachers becomes more prolific, special attention should be paid to the unique needs of special education teachers in rural settings. In this panel discussion, a model of sustainable coaching for rural special education teachers will be shared.</p> <p>Stacy Shipman, Ginevra Courtade, & Rob Pennington University of Louisville Kim Weber Northern Kentucky Cooperative for Educational Services</p>	<p>The Connection between Long Term ELL Status and Special Education Status</p> <p>This presentation will discuss key issues related to dual status English Language Learners and SPED students, a study of ELLs for third, fifth, and ninth grades, and the predictability of exit from ELL status based on selected variable including SPED status.</p> <p>Bill Thornton & Diana Walker University of Nevada, Reno</p>

DON'T FORGET!!! STOP BY THE SILENT AUCTION AND BID ON YOUR FAVORITE ITEMS

EXHIBITS OPEN FROM 10 AM-5 PM TODAY - TAKE SOME TIME TO VISIT WITH VENDORS

2016 ACRES Conference Featured Speaker



THURSDAY, MARCH 9

**Opening General Session
Red Rock 3**

**Keynote Address:
*Forty Years of IDEA***

Larry Wexler, Ed.D.
Director of Research to Practice Division
Office of Special Education Programs
U. S. Department of Education

Larry Wexler: Biographical Sketch

Dr. Larry Wexler is the Director of the Research to Practice Division in the Office of Special Education Programs (OSEP) within the U.S. Department of Education. This Division provides leadership and oversees the implementation of the IDEA discretionary grant programs to support seven grant programs: state personnel development; personnel preparation; technical assistance and dissemination; technology, media services and educational materials, parent-training and information centers; IDEA data; and the Promoting Readiness for Minors In Special Education. Dr. Wexler has been a special educator for 45 years, serving as a teacher of students with severe disabilities, program director, principal, state intellectual disabilities specialist, chief of staff to the State Director of Special Education, director of state monitoring, OSEP state contact, OSEP project officer, Deputy Director of the Monitoring and State Improvement Planning Division, and Associate Division Director responsible for OSEP's National Initiatives Team. He holds a Bachelor's degree in International Relations from the School of International Service at American University, a Master's degree in teaching with concentration in intellectual disabilities from Howard University, and a Doctorate with concentration in severe disabilities from the Johns Hopkins University.

Celebrate the 40th Anniversary of IDEA!

On November 29, 2015, policymakers, professionals, families and advocates celebrated the 40th anniversary of the passage of the Individuals with Disabilities Education Act (IDEA), a landmark in national legislation protecting the civil rights of individuals with disabilities to a free, public education. To learn more about this milestone, you can view the information available at

<http://www2.ed.gov/about/offices/list/osers/idea40/index.html>.

**THURSDAY, MARCH 10, 2016
CONCURRENT SESSION TWO
11:00 am – 11:50 am**

<i>Valley of Fire 1</i>	<i>Valley of Fire 2</i>
<p>Preliminary Results of The Teacher Support Project: Increasing Self-Efficacy and Reducing Attrition of Special Educators</p> <p>Presenters describe the content, procedures, and outcomes of a university-based project providing various supports via different delivery methods to early career special educators in rural northeast Tennessee. Participants will learn about the supports teachers selected, how teachers' self-efficacy improved, and how this teacher-driven approach compared to district provided professional development.</p> <p>Pam Mims East Tennessee State University</p>	<p>Building a Sustainable Professional Development Model in Maine: Observational Strategies and Reflective Coaching In Action</p> <p>Using principles of implementation science, a statewide evidence-based practice model of professional development to support Maine's general educators and special educators was developed and implemented, including coaching. Participants will understand the importance of sustainability factors in statewide initiatives and develop an action plan for examining statewide systems change.</p> <p>Deborah Rooks-Ellis University of Maine, Special Education</p>
<i>Lake Mead 1</i>	<i>Lake Mead 2</i>
<p>Making Connections: Building Strong Relationships with Families of Young, Rural Students</p> <p>Transitioning to school can be challenging for any family, but for rural families, where opportunities for in-person, school to family connections can be limited, building strong school-home relationships may be particularly difficult. Specific strategies for working with rural families with young, exceptional students are discussed, highlighting innovative ideas for relationship-building.</p> <p>Michelle Novelli & Sherry Markel Northern Arizona University</p>	<p>Moving Toward Collaboration: Special Educators and General Education Teachers in Rural Areas</p> <p>This session will discuss preliminary outcomes for research in rural districts investigating (a) what training both special and general educators desire when a shared delivery model for students with disabilities is the goal and (b) what school-wide components are central to a shared sense of responsibility between teachers.</p> <p>Ann Berry Plymouth State University</p>

**Awards and Scholarship Lunch
12:00 pm – 1:30 pm
Red Rock 3**

Overview and Introduction – Ginevra Courtade, ACRES Board Chair

ACRES Eagle Award for Leadership – Harvey Rude & Belva Collins, Board Members

ACRES Program and Research Awards – Tina Hudson, Awards Committee Chair

RSEQ Article and Reviewer Awards – Belva Collins, Executive Editor

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EXHIBITS OPEN FROM 10 AM-5 PM TODAY - TAKE SOME TIME TO VISIT WITH VENDORS

THURSDAY, MARCH 10, 2016
CONCURRENT SESSION THREE
1:45 pm – 2:35 pm

<i>Valley of Fire 1</i>	<i>Valley of Fire 2</i>
The FAR Model: Increasing Rural Access to Special Education Teacher Preparation <p>With rural communities facing substantial special education teacher shortages, new systems for special education teacher preparation must be developed to better serve these communities. The FAR (Formative, Adaptable, Relevant) Model, through its local school/community and online learning strategies, can be used to support special education teacher preparation within rural communities.</p> <p>Gillian Lie Western State Colorado University</p>	Establishing a Center for Rural Education: A Rural Recruitment Model <p>A unique model for identifying, recruiting, and supporting new special educators for placement in rural settings will be shared with participants. Based on a new Center on Rural Education, recruitment priorities include a focus on high school students, pre service teacher candidates, and rural career changers. The fourth priority includes development of a coordinated professional development network.</p> <p>Todd Sundeen & Harvey Rude University of Northern Colorado</p>
<i>Lake Mead 1</i>	<i>Lake Mead 2</i>
Looping? Parent Perceptions of Looping Environments for Students with Disabilities <p>Presenters will provide information on the concept of restructuring classrooms from traditional to looping environments, including how parents perceive looping and whether or not it is practical for students with mild to moderate disabilities. Participants will leave with a better understanding of how the looping process should work and what to expect in the event their child is introduced to a looping classroom environment.</p> <p>Holly Rice Cameron University</p>	Engaging Inclusive Educators: Teaching Culturally and Linguistically Diverse Exceptional (CLDE) Students in Middle School Classrooms <p>This demonstration proposal examines effective instructional strategies used by educators to teach both typical and atypical learners in middle school inclusive settings. Strategies are explained and demonstrated to accommodate for disability and cultural and linguistic diversity. The audience will have an opportunity to practice learned strategies in small group settings.</p> <p>Suzanne O’Keefe & Catherine Medina Northern Arizona University</p>

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Congratulations to ACRES Award Recipients!

ACRES is pleased to recognize the following individuals and programs who are recipients of this year’s awards:

ACRES Eagle Award: Jane West

ACRES Exemplary Program Award: Monongalia County Schools Preschool Program

ACRES Exemplary Program Award: Nevada Dual Sensory ImpairMENT Project

ACRES John W. Schuster Research Proposal of the Year Award: Andrew Baxter

RSEQ Research Article of the Year Award: John Hoover and Jennifer Erickson

RSEQ Reviewer of the Year Award: Todd Sundeen

**THURSDAY, MARCH 10, 2016
CONCURRENT SESSION FOUR
2:45 pm – 3:35 pm**

<i>Valley of Fire 1</i>	<i>Valley of Fire 2</i>
Gambling on Technology: Setting up Technology for Supervision at a Distance <p>This presentation will review technology used in programs that have successfully supervised students at a distance. Additionally, one university will outline their path to provide distant supervision. Participants will learn of technologies available along with struggles and successes of supervising students in rural placements.</p> <p>Cathy Galyon Keramidas, Cindy Chambers, Tina Hudson, & Lori Marks East Tennessee State University</p>	Four Uniquely Different Approaches to Prepare Special Education Doctoral Level Leadership Personnel <p>Leadership faculty from four different institutions of higher education will describe unique details of their doctoral programs for preparing special education personnel. Attendees will be encouraged to 1) engage in discussion as they learn about, compare and contrast these four programs and 2) contribute suggestions for improvement, innovation and recruitment</p> <p>Wilfred Wienke, University of Central Florida Barbara L. Ludlow, West Virginia University Harvey Rude, University of Northern Colorado Kevin Miller, SUNY Buffalo State Eleazar Vasquez, University of Central Florida</p>
<i>Lake Mead 1</i>	<i>Lake Mead 2</i>
Data Collection – Do Teachers Implement What They Were Taught? <p>This presentation will share results of a study focusing on graduates of a teacher preparation program in severe disabilities from about a 15 year period. Reasons why they did or did not implement a data-based decisions guidelines system that was taught throughout their preparation program will be discussed.</p> <p>Maryann Demchak & Chevonne Sutter University of Nevada, Reno</p>	Two for One: Blending Rural On-Site Courses in Special Education and Cultural Diversity <p>This case study focused on the collaboration between two university professors teaching two site-based courses linked by a common field experience. Set in rural, diverse elementary school, one undergraduate course focused on assessing and instructing students with disabilities and the other focused on cultural diversity.</p> <p>Kathleen Magiera & Ana Maria Klein State University of New York at Fredonia</p>

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Thank You to ACRES Conference Exhibitors!

The ACRES Board of Directors and the Partnerships/Marketing Committee wish to acknowledge and thank the following agencies who participated as exhibitors at this year's conference:

Reading is Fundamental

Julie Rodriguez and Jody Shell
Washington, DC
free books and literacy resources
<http://www.rif.org>

E-Therapy

Diana Parafiniuk
Flagstaff, Arizona
live online therapy services
<http://www.electronic-therapy.com>

THURSDAY, MARCH 10, 2016
CONCURRENT SESSION FIVE
3:45 pm – 4:45 pm

<i>Valley of Fire 1</i>	<i>Valley of Fire 2</i>
<p>Strategies for Successful Technology Adoption in Rural School Districts</p> <p>To aid student achievement, many rural school districts are turning towards online technology solutions. This presentation will review three challenges associated with technology adoption, and will demonstrate how districts nationwide have successfully adopted a special education technology platform to improve student outcomes.</p> <p>Jennifer Bessette Rethink</p>	<p>Teacher Professional Development, Instructional Program, and Intervention Implementation to Improve Special Education Student Outcomes</p> <p>Presentation will share the results of an empirical study of impacts of Reading First on achievement for students with IEPs using an integrated approach to professional development, instruction, and program intervention. This presentation will discuss results, related research, potential problems, best practices, and recommendations.</p> <p>Bill Thornton University of Nevada, Reno Sandra Aird Washoe County School District</p>
<i>Lake Mead 1</i>	<i>Lake Mead 2</i>
<p>Exploring Academic and Personal Profiles of Undergraduate Students at One University in the Rural Midwest</p> <p>Presenters will communicate findings from surveys collected from undergraduate students enrolled in an introductory special education course during the 2011-2012 and 2012-2013 academic years. Participants will acquire a better understanding of characteristics (e.g., demographics, factors of academic success, etc.) of secondary/K-12, elementary, and special education teacher candidates.</p> <p>Keri DeSutter Minnesota State University Moorhead</p>	<p>An Examination of Brain-Based and Evidence-Based Methods for Teaching Writing to Rural Students with Disabilities</p> <p>Neuro-science indicates cognitive micro-networks responsible for variability in students' learning. The presenter will describe these networks and their impact on teaching and learning. Participants will understand how to apply neuro-science research to instructional methods for teaching writing to students with disabilities, struggle with writing, and come from a rural background.</p> <p>David Rago National University</p>

Town Hall Meeting

5:00 pm – 5:30 pm
Red Rock 3

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

New Comers / Old Timers Reception

5:30 pm – 7:00 pm
Red Rock 3

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.

FRIDAY, MARCH 11, 2016	
7:00 am – 5:00 pm Registration / Information	Red Rock Registration Desk
7:00 am – 8:00 am Continental Breakfast	Garden View Terrace
7:15 am – 8:15 am RSEQ Board Meeting	Red Rock 4
8:00 am – 4:00 pm Exhibits	Foyer Outside Red Rock 3
8:30 am – 12 pm Silent Auction (bidding closes)	Red Rock 5
2:00 pm – 5:00 pm Silent Auction (donation and item pickup)	Red Rock 5
CONCURRENT SESSION SIX 8:15 am – 9:05 am	
<i>Valley of the Fire 1</i>	<i>Valley of the Fire 2</i>
Grow your own: STEP UP – A Unique Teacher Recruitment Program, Ten Years Later For 10 years, four Southern Nevada, K-16 institutions collaborated to develop, implement, and sustain the STEP UP Program in an effort to create a pipeline of highly qualified teachers of color for hard-to-staff urban schools. This session is a review of the program, lessons learned, and implications for rural schools. Lori Navarrete Nevada State College	The Importance of the Prewriting Stage: How Students from Rural and Urban Schools Plan Researchers will share the results of a study analyzing how students from both rural and urban schools plan during the prewriting stage of the writing process. The relation between how students plan and their attitudes towards writing and writing achievement will also be examined. Melissa Martin, Kelly Smyth, & Baileigh Kirkpatrick University of Tennessee-Knoxville
<i>Lake Mead 1</i>	<i>Lake Mead 2</i>
Policy and Advocacy for Rural Special Education This session describes ongoing work of the ACRES governmental relations committee that engages in activities to promote policies to improve services for children with disabilities and their families in rural America. Harvey Rude , University of Northern Colorado Bill Wienke , University of Central Florida Matt Jameson , University of Utah	Cultural Relevancy in STEM This workshop highlights Native American socio-cultural structures, world-views, and contributions to instruct STEM in cultural relevant ways to bring about critical thinking and social capital for all students. The audience will engage in activities that emphasize cultural relevancy and be given access to all materials to replicate in their classrooms. Alma Sandigo, Daniel Barraza & James Ingram Northern Arizona University
<i>Red Rock 2</i>	
Getting Off to a Good Start: Positive Interactions with Families Positive interactions between professionals and families are essential for families to feel welcome and a partner in their child's education. The Parent Engagement Demonstration will identify the demands on families. Led by a parent and professional, participants will discuss strategies for positive interactions and how professionals can provide information through handouts that are helpful and supportive. Robin Kincaid , Nevada PEP Sherry Halley , Nevada Department of Education	WHAT IS ACRES? ACRES is a professional association established by Doris Helge in 1981 to focus on supporting special educators in rural communities and advocating for policies and practice to address the needs of rural students and teachers. You can learn more about ACRES and its history on the ACRES website at: http://acres-sped.org

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Bidding Closes at Noon Today!!!***

EXHIBITS OPEN FROM 8 AM-4 PM TODAY - TAKE SOME TIME TO VISIT WITH VENDORS

FRIDAY, MARCH 11, 2016	
CONCURRENT SESSION SEVEN	
9:15 am – 10:05 am	
Valley of the Fire 1	Valley of the Fire 2
<p>Increasing the Odds for Success of Potential and Current Department Chairs</p> <p>The department chair position is the most critical role in a university. It is complex and filled with ambiguity. Presenters share their journeys and strategies to address concerns/challenges/barriers for transitioning to, or continuing in, leadership positions. Session offers potential/current academic leaders a forum to discuss challenges, strategies and potential solutions.</p> <p>Kevin Miller, Buffalo State Margaret Bausch, University of Kentucky Belva Collins, University of North Carolina-Charlotte Channon Horn, Asbury University</p>	<p>What Does Current Literature Say About Classroom Writing Instruction? A Synthesis of Four National Surveys</p> <p>This presentation will synthesize four national surveys on secondary writing instruction. Although more written expression will be required in inclusive classrooms within the context of Common Core State Standards, actual time spent composing in classrooms is currently inadequate. These startling results have the potential for affecting instruction in rural settings.</p> <p>Todd Sundeen University of Southern Colorado</p>
Lake Mead 1	Lake Mead 2
<p>Common Research Methodologies in Special Education</p> <p>This session will describe the results of a study conducted to determine the types of research that are conducted in the field of special education. Results will be discussed in general as well as by disability category.</p> <p>Maryann Demchak, Andrea Forsyth, Chevonne Sutter, Jill Grattan, & Brianna Grumstrup University of Nevada, Reno</p>	<p>Designing Writing Instruction to Meet the Needs of Diverse Learners with Moderate Disabilities</p> <p>This session covers challenges and triumphs of teaching writing to diverse learners with moderate disabilities. Demonstrations of evidence-based writing strategies along with tips on how to support students of varying skill levels with differing backgrounds and interests will be covered. Templates and sample materials will be distributed.</p> <p>Susan Keesey Meaghan Ritchie Western Kentucky University</p>
Red Rock 2	
<p>Vocabulary Instruction across Content Areas: Vocabulary Enhancement Strategies</p> <p>This session will cover vocabulary strategies to improve comprehension of text across content areas including reading, mathematics, etc. Attendees will participate in exercises using research-based strategies to improve their vocabulary instruction across content areas. Examples of strategies for use in classrooms across content areas and grade levels will be provided.</p> <p>Karen Fries Francis Marion University</p>	<p>WHERE IS ACRES HEADQUARTERS?</p> <p>The ACRES National Headquarters has been housed at different universities over the years:</p> <p style="text-align: center;">Murray State University Western Washington University University of Utah Kansas State University Montana State University, Billings West Virginia University (current)</p>

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EXHIBITS OPEN FROM 8 AM-4 PM TODAY - TAKE SOME TIME TO VISIT WITH VENDORS

CONCURRENT SESSION EIGHT 10:15 am – 11:05 am	
Valley of the Fire 1	Valley of the Fire 2
Outcomes of a Personnel Preparation Program for Rural Early Childhood Special Education <p>North Dakota’s rural nature impacts special educator preparation, recruitment, and retention. This session discusses how a Personnel Preparation to Improve Services and Results for Children with Disabilities, US DOE funded project, has addressed the critical shortage of early childhood special education professionals in rural areas within the state.</p> <p>Holly Pedersen & Evan Borisinkoff Minot State University</p>	Preparing Special Education Teachers to Be Leaders in their Profession <p>Special education teachers have a unique set of skills and opportunities to become leaders in the field of education. Some, however, may not consider themselves to be leaders. This will provide examples of activities in which special education teachers can serve as leaders at the school, community, and national levels.</p> <p>Belva Collins University of North Carolina at Charlotte Melinda Ault University of Kentucky</p>
Lake Mead 1	Lake Mead 2
Board Certified Behavior Analysts and the Related Ethical and Professional Practice Considerations <p>The presentation will cover ethical and professional considerations associated with procuring the services of a Board Certified Behavior Analyst (BCBA) including the Declaration of Professional Services as well as the Guidelines for Professional Practice. Attendees will learn about BCBA responsibilities as mandated by the Behavior Analyst Certification Board.</p> <p>Anthony Menendez Cleveland State University Michael Mayton West Virginia University</p>	Positive Connections: Building Relationships Between Teachers and High School Students at Risk for Failure <p>Presenters will share Positive Connections, a school-wide intervention that addresses educational outcomes of secondary students at risk for school failure by (a) providing a list of at-risk students, (b) prompting staff and student interaction, (c) helping to create support teams, and (d) providing opportunities for early intervention and dropout prevention.</p> <p>Sara Beth Hitt East Tennessee State University Charles Wood & Angela Preston University of North Carolina-Charlotte</p>
Red Rock 2	
Young Adults with Autism Spectrum Disorder (ASD) and a Mental Health Disorder: What Can They Tell us About Improving the School Experience for Students with this Dual Diagnosis? <p>This session will discuss what several young adults with a diagnosis of ASD and mental health disorder shared about their perceptions of their life experiences. The presenter will discuss what can be done to help these students encounter more academic and social success, and have more positive school outcomes.</p> <p>Karen Hurlbutt-Eastman Minnesota State University</p>	<p style="text-align: center;">WHAT IS RSEQ?</p> <p>The <i>Rural Special Education Quarterly (RSEQ)</i> is the ONLY professional journal dedicated to rural special education and disability services. This peer-reviewed quarterly journal has been published continuously for 35 years. You can see a sample issue of RSEQ at the ACRES web site at: http://acres-sped.org/journal</p>

***DON'T FORGET!!! STOP BY THE SILENT AUCTION AND BID ON YOUR FAVORITE ITEMS
Bidding Closes at Noon Today!!!***

CONCURRENT SESSION NINE 11:15 am – 12:05 pm	
Valley of the Fire 1	Valley of the Fire 2
A Collaborative Approach to Teaching Collaboration and Co-Teaching in Higher Education Modeling a collaborative approach of instruction for inclusive practice is an effective means of preparing preservice teachers for collaboration and co-teaching. This session will describe one university's collaborative approach to instruction. Presenters will discuss barriers or challenges faculty face and teacher candidate perspectives. Crystal Smith & Julie Reneau Fairmont State University	What is Results Driven Accountability for Students with Disabilities? Results Driven Accountability is the NEW method for ensuring IDEA Compliance and reflects a focus on Outcomes and Results for SWDs. Every State has now submitted a Plan to implement RDA to the US Dept of Education. This presentation will describe RDA and help prepare participants for its successful implementation. Robert Pasternack Accelify
Lake Mead 1	Lake Mead 2
Poverty and Children with Special Needs: Implications and Strategies for the Classroom The rate of poverty has steadily increased across the nation. Living in poverty affects health, academic growth, social-emotional development and classroom engagement. The participants will increase their understanding of these difficulties, and learn strategies for addressing the effects of poverty in the classroom. Resources will be provided. Susan Schultz St. John Fisher College	Trials & Tribulations of Implementing Evidence-based Writing Practices in Rural Elementary Classrooms Teachers in rural regions need access to professional development in pedagogical skills and curriculum to improve writing of students at-risk. Presenters describe research that examined effects of professional development in two evidence-based practices. Sample teaching materials for students with diverse learning needs will be shared. Tina Hudson, Lori Marks, & Kimberly Hale East Tennessee State University
Red Rock 2	
Lessons Learned from a Statewide Technical Assistance Project This presentation will describe a statewide, federally funded technical assistance project and the lessons learned that can assist similar projects in effective implementation of recommendations by families and service providers. Maryann Demchak & Jill Grattan University of Nevada, Reno	<p style="text-align: center;">WHO ARE THE ACRES EAGLES?</p> <p style="text-align: center;">In some years, the ACRES Board recognizes an individual who has provided outstanding leadership to rural special education through their advocacy efforts. You can see a list of Eagle Award Recipients at http://acres-sped.org/advocacy.</p>
<p style="text-align: center;">Officer and Board Member Appreciation Lunch</p> <p style="text-align: center;">12:30 pm – 1:45 pm Red Rock 4</p> <p style="text-align: center;"> Recognition of Outgoing/Incoming Board Members– Ginevra Courtade, ACRES Board Chair Plans for Coming Year – Matt Jameson, ACRES Chair-elect Silent Auction Report – Kim Floyd, ACRES Board Member </p>	

DON'T FORGET!!! STOP BY THE SILENT AUCTION AND PICK UP YOUR WINNING BID!!!!
Auction items available in Red Rock 5 until 5 pm

CONCURRENT SESSION TEN 2:00 pm – 2:50 pm	
Valley of the Fire 1	Valley of the Fire 2
High Leverage Practices: Emerging Policies and Implications for Teacher Education This session describes High Leverage Practices, a core set of teaching practices around which clinically rich teacher education programs can be developed, highlights organization and pedagogical implications associated with their implementation, and provides two school and university partnership programs as exemplars for addressing such challenges. Larry Maheady SUNY Buffalo State	Designing a Support System for College Students with ADD/ADHD/Executive Functioning Disorders Using quasi-experimental group research design, two college faculty members at a small private college in New York State developed an online skills and strategies support group for college students with attention deficit disorder and/or executive function disorder. A researched-based strategy was introduced, practiced, and debriefed by the group. Susan Schultz & Pamina Abkowitz St. John Fisher College
Lake Mead 1	Lake Mead 2
Preparing Research-based Inclusive Multidisciplinary Educators PRIME is an innovative, alternative program specifically designed to accommodate non-traditional participants working as paraprofessionals or on emergency credentials. The purpose of this study was to determine the perceptions of program completers regarding their abilities to use research-based teaching skills rural and urban classrooms. Jack Mayhew Weber State University Patrick Leytham Touro University	Something Better than Nothing? Investigating Rural Service Delivery Models for Deaf/Hard of Hearing Recruitment and retention of qualified professionals to serve deaf and hard of hearing students is a challenge nationwide; this challenge is augmented in rural areas. This presentation discusses a case study that implemented a collaborative consultation model in a rural school to maximize available personnel. Holly Pedersen Minot State University
Red Rock 2	
Special Education Transition Perspectives in Minority Groups There is little information about the needs of Native American families facing transition from K-12 settings to young adulthood except in the context of conversations of minority groups. After an overview of current literature on minority groups and transitional practices. Participants will be given an opportunity to express their own experiences with transition in the Native American community. Julie Lane Fresno Pacific University	WHAT ARE THE ACRES MONOGRAPHS? ACRES sometimes commissions a monograph that reflects the work of experts on current issues and trends with implications for rural special education and disability services. Information about how to obtain a copy of recent monographs is available at http://acres-sped.org/monographs .

DON'T FORGET!!! STOP BY THE SILENT AUCTION AND PICK UP YOUR WINNING BID!!!!
Auction items available in Red Rock 5 until 5 pm

EXHIBITS OPEN FROM 8 AM-4 PM TODAY - TAKE SOME TIME TO VISIT WITH VENDORS

Interactive Sessions

Red Rock 6-8

3:00 pm – 4:30pm

- Breaking Boundaries: Collaborating to make the Arts Accessible for Students with Complex Instructional Needs
 - Jen Suppo - Seton Hill University
- Certified teachers rate 27 evidenced-based practices for students with ASD identified by the NPDC
 - Eleazar Vasquez & Bill Wienke - University of Central Florida
- Recruiting, Training, and Retaining Special Education Teachers in Rural Areas
 - Amy Jacobson - University of North Dakota
- What's Hot and What's Not in Literacy: Rural Classroom Teachers Examine the International Literacy Association's "Hot Topics" List
 - Carolyn Carlson - Washburn University
- North Dakota General Education Teachers' Knowledge of American Sign Language Interpreters in the classroom
 - Holly Pederson & Nichole DeSautel - Minot State University
- Providing Digital Access in Rural Areas: Students with Disabilities and Computer Based Testing
 - Wendy Gelbart - University of Nevada, Las Vegas
- Collaboration Simplified: Using Checklists to Increase Communication with Paraprofessionals
 - Holly Luganob, Kathy Abou-Rjaily, & Michelle Novelli - Northern Arizona University
- Preparing Teachers and Faculty for Rural Culturally Linguistically Diverse Exceptional Students: Online Plus Face-to-Face Designs
 - Patricia Peterson - Northern Arizona University
- Improving the Reading Skills of Children in Poverty Using Evidenced-Based Reading Strategies
 - Kelly Smyth, Melissa Martin & Baileigh Kirkpatrick - University of Tennessee-Knoxville
- Addressing the Issue of Bullying – Improving Student Outcomes in Rural and Urban Schools
 - Colleen Klein-Ezell - Southeastern Louisiana University & Dan Ezell - University of Central Florida
- Using Your Heart As A Compass: Reflective Preparation And Practice In Teaching
 - Peter Kopriva - Fresno Pacific University & Sijmontje Renema-Kopriva - Fresno Unified School District
- Using Technology to Meet the Needs of Children 0-3 with Disabilities in Rural Areas.
 - Jennifer Buchter & Samantha Riggleman - University of Nevada, Las Vegas
- The High Stakes Literacy Game: Improving Literacy of Children with Disabilities Through Squishy Books
 - Cathy Galyon-Keramidas, Angela Dugan, Kimberly Hale, & Jordan King - East Tennessee State University
- Little Free Libraries: Increasing Access to Books in Rural Communities
 - Carolyn Carlson - Washburn University

DON'T FORGET!!! STOP BY THE SILENT AUCTION AND PICK UP YOUR WINNING BID!!!!

Auction items available in Red Rock 5 until 5 pm

Round Table Discussions

(25 minute session, repeated 3 times, with participants rotating among tables)

Red Rock 4

3:00 pm – 4:30 pm

- The Autism & Low Incidence Classroom Observation Tool: Improving the Quality of Low Incidence Programming
 - Robert Pennington - University of Louisville
- Use of a Flipped Classroom Approach in Teacher Preparation: Reflections from Faculty and Students
 - Kim Floyd and Michael Mayton
- Efficacy of Rural High School Teachers in Indiana
 - Tori Shoulders - University of Southern Indiana
- Banned and Challenged Books in Rural School Libraries and Classrooms
 - Carolyn Carlson - Washburn University
- Collaboration Between Pre-service Special Educators and School Psychologists to Improve At-Risk Student Outcomes
 - Kelly Smyth, Melissa Martin, & Baileigh Kirkpatrick - University of Tennessee-Knoxville
- A 3D Virtual World for Educational Simulations with Preservice Teachers in Rural Special Education
 - Barbara Ludlow and Melissa Hartley – West Virginia University

Afternoon Break

3:15 pm – 4:15 pm

Red Rock 7

DON'T FORGET!!! STOP BY THE SILENT AUCTION AND PICK UP YOUR WINNING BID!!!!

Auction items available in Red Rock 5 until 5 pm

EXHIBITS OPEN FROM 8 AM-4 PM TODAY - TAKE SOME TIME TO VISIT WITH VENDORS

**ENJOY A FREE EVENING
TO EXPLORE LAS VEGAS!!!**

Join Us! 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.

Recognize Someone! Nominate a Program or Person for an ACRES Award

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:

ACRES Eagle 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.

ACRES Exemplary Rural Special Education Program Award

Each year, ACRES presents one annual award as a plaque to a program in any of **eight (8) different categories** that provides service to rural schools or communities and demonstrates an impact on rural special education.

ACRES John W. Schuster Research Proposal of the Year Award

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

ACRES Teacher Scholarship Award

At each year's conference, using Silent Auction proceeds, ACRES offers 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.

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

Share Your Work! Publish in *Rural Special Education Quarterly*

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>.

Be an Advocate! Contribute to ACRES

ACRES engages in advocacy efforts related to rural special education, individually as well as with national consortia of professional organizations. Information about how to make a tax-deductible contribution to ACRES to support these advocacy efforts can be found at <http://acres-sped.org/advocacy>.

SATURDAY, MARCH 12, 2016		
Registration/Information	Pre-Function Area 7:00 am – 10:00 am	
Continental Breakfast	Garden Terrace, 7:00 am – 8:00 am	
<div>ACRES Post-Conference Open Board Meeting</div> <div>Bryce Board Room</div> <div>7:00 am – 8:00 am</div> <div>Everyone is welcome to attend. This meeting is not mandatory but the Board would love to hear your ideas for ACRES.</div>		
CONCURRENT SESSION ELEVEN		
8:00 am – 8:50 am		
Valley of the Fire 1	Valley of the Fire 2	Lake Mead 1
<div>Developing Partnerships across Rural, Cultural, and Intellectual Contexts to Improve Literacy and Student Achievement</div> <div>The presenters will share insights gained through focus group data from families living in rural Central Texas that participated in a community based literacy program, Read to the Top! Participants will learn about the collective value added through community and school partnerships.</div> <div>Alexis McCoy & Audrey Sorrells University of Texas at Austin</div>	<div>Breaking Down Geographical Barriers Using Twitter to Bridge Understanding for D/deaf Culture</div> <div>Twitter continues to grow as one of the most used social-networking platforms. As of 2015, it is the world’s largest microblogging platform, allowing for concise interaction among users, no matter the geographical location or social status. What does this mean for rural special education networking and service provision?</div> <div>Rikki Lowe Lincoln County Schools John Milliman WV School for the Deaf and Blind</div>	<div>Investigating Rural Teachers’ Experiences with the Implementation of Response to Intervention</div> <div>The authors will present findings from research into teachers’ experiences with implementation of RTI across grades 1–6 in rural Tennessee. Participants will learn findings from a survey and teacher focus groups specifically targeting teacher experiences with and views of benefits and challenges of RTI.</div> <div>Kim Hale & Tina Hudson East Tennessee State University</div>

Congratulations to ACRES New Board Members and Officers!

ACRES is pleased to welcome the new members of the Board of Directors and the new Officers who were selected by the membership during the recent election. They take office at the end of the conference and 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.

Get Involved in ACRES!

The ACRES Board of Directors welcomes greater involvement by all members. If you are a member and you are interested in serving on an ACRES committee or being nominated for the ACRES Board of Directors, please contact the ACRES Board Chair for assistance.

CONCURRENT SESSION TWELVE 9:00 am – 9:50 am		
Valley of the Fire 1	Valley of the Fire 2	Lake Mead 1
Understanding the Process of Collaboration in the Wake-of Standard-based Curriculum and Stronger Accountability To implement a standards-based curriculum for all students, educators must seek out ways to enhance their collaboration skills for planning and instruction. Educator interviews found that, although many educators were familiar with the concept of collaboration, however, the practice of collaboration was not clear-cut. Tracy McLeod The Sage Colleges	Tips and Lessons Learned: Developing a College Support Program for Students with Autism Spectrum Disorders Beginning college is difficult for typical students; imagine the complexity a student with Autism Spectrum Disorder (ASD) experiences during this transition. This session will describe how faculty from a small university developed a pilot college support program for students with ASD. Crystal Smith & Julie Reneau Fairmont State University	The Long Term Implications of Lead Poisoning The Center for Disease Control (2015) reports 535,000 US children between the ages of one and five have elevated blood lead levels. Lead poisoning can have long-term negative effects on academic achievement, health and behavior. Lead poisoning is a preventable worldwide environmental health threat. Strategies for prevention are discussed. Susan Schultz St. John Fisher College
CONCURRENT SESSION THIRTEEN 10:00 am – 10:50 am		
Valley of the Fire 1	Valley of the Fire 2	Lake Mead 1
Read for Success: Stopping the Summer Reading Proficiency Slide Presenter will disseminate Read for Success study findings and data demonstrating the increase in achievement among students below the 10 th percentile who participated in the study and providing a description of the study components. Attendees will participate in activities from the program to understand the process districts used for implementation. Julie Rodriguez Reading is Fundamental	Recruitment, Development, and Retention of Highly Effective SPED Teachers to Improve Student Outcomes Highly effective SPED teachers can be linked to student achievement and other related outcomes. Recruitment, development, and retention of such teachers are critical and necessary functions that provide noteworthy challenges for the system and principals. This presentation will discuss research, potential problems, best practices, and recommendations. Bill Thornton University of Nevada, Reno	Post-secondary Access for Students with Intellectual Disability in Rural Nevada Nevada is home to three urban counties while the rest of the state is vastly rural or “frontier.” The geography has limited the amount of post-school options for individuals with intellectual disability. This presentation will discuss the current options as well as discuss the current post-secondary coalition across the state. Kari Wennerlind University of Nevada, Las Vegas

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>.

CONCURRENT SESSION FOURTEEN		
11:00 am – 11:50 am		
Valley of the Fire 1	Valley of the Fire 2	Lake Mead 1
Designing Appropriate Transition Plans to Address College Preparation Preparing students with disabilities for college entrance requires the design of appropriate transition plans as an instructional framework for the Office of Disability Services at any college. A study was conducted of college disability services to determine how plans should be designed, leading to recommendations for revision of transition plans. Margaret Cramer North Central University Dorea Bonneau UNC Pembroke	Determining the Impact of an RtI Mandate on Student Academic Performance in Rural Elementary Schools This session will describe a survey study of rural elementary school educators' perceptions of Response to Intervention (RtI) implementation within their school, describing relevant correlations of survey responses with student achievement data. Plans for a future causal impact study of state-mandated use of RtI will be discussed. Corey Pierce University of Northern Colorado	Targeting Grade Aligned ELA Skills via an iPad App Students with moderate/severe intellectual disabilities/autism have been underexposed to grade aligned ELA content. This session highlights research to guide participants practice in implementing meaningful grade aligned ELA content such as opinion writing, comprehension of fiction and nonfiction text, and student led research via technology for students with low incidence disabilities. Pam Mims East Tennessee State University

Get Ready for Next Year's Conference!

The Call for Proposals submission process will open soon, with notifications by email to all attendees as well as postings to the ACRES email lists. More information about next year's conference will be posted as soon as it is available at <http://acres-sped.org/conference>.

Help Us Improve Future Conferences!

ACRES values feedback from each year's conference participants – your ideas assist us 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.

Can YOU Host a Future ACRES Conference?

The ACRES Board 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.

2016 ACRES Conference List of Presenters

Name	Email	Institution
Abkowitz, Pamina	paa03903@sjfc.edu	St. John Fisher College
Abou-Rjaily, Kathleen	ka834@nau.edu	Northern Arizona University
Aird, Sandra	saird@washoeschools.net	Washoe County School District
Ault, Melinda	mjault@uky.edu	University of Kentucky
Barraza, Danile	dgb22@nau.edu	Northern Arizona University
Bausch, Margaret	meb@uky.edu	University of Kentucky
Berry, Ann	aberry@plymouth.edu	Plymouth State University
Bessette, Jennifer	jen@rethinkfirst.com	Rethink
Bonneau, Dorea	dorea.bonneau@uncp.edu	University of North Carolina-Pembroke
Borisinkoff, Evan	evan.borisinkoff@minotstateu.edu	Minot State University
Buchter, Jennifer	buchterj@gmail.com	University of Nevada, Las Vegas
Carlson, Carolyn	carolyn.carlson@washburn.edu	Washburn University
Chambers, Cynthia	chamberc@etsu.edu	East Tennessee State University
Collins, Belva	Belva.Collins@uncc.edu	UNC Charlotte
Courtade, Ginevra	g.courtade@louisville.edu	University of Louisville
Cramer, Margaret	mcramer@ncu.edu	Northcentral University
Demchak, MaryAnn	mad@unr.edu	University of Nevada, Reno
DeSautel, Nichole	nichole.e.desautel@my.minotstateu.edu	Minot State University
DeSutter, Keri	desutter@mnstate.edu	Minnesota State University Moorhead
Dugan, Angela	dugana@goldmail.etsu.edu	East Tennessee State University
Eastman, Karen	karen.eastman@mnsu.edu	Minnesota State University Mankato
Ezell, Dan	Dan.Ezell@ucf.edu	University of Central Florida
Floyd, Kimberly	kim.floyd@mail.wvu.edu	West Virginia University
Forsyth, Andrea	aataylor@connectionseducation.com	Nevada Connections Academy
Fries, Karen	kfries@fmarion.edu	Francis Marion University
Galyon Keramidas, Cathy	galyonkerami@etsu.edu	East Tennessee State University
Gelbart, Wendy	goldst43@unlv.nevada.edu	University of Nevada, Las Vegas
Grattan, Jill	jillgrattan@gamil.com	University of Nevada, Reno
Grumstrup, Brianna	thebrizzlebee@gmail.com	University of Nevada, Reno
Hale, Kimberly	halekd@etsu.edu	East Tennessee State University
Halley, Sherry	shalley@doe.nv.gov	Nevada Department of Education
Hitt, Sara Beth	hittsb@etsu.edu	East Tennessee State University
Horn, Channon	channon.horn@asbury.edu	Asbury University
Hudson, Tina	hudsonstm@etsu.edu	East Tennessee State University
Ingram, James	jki2@nau.edu	Flagstaff Unified School District
Jacobson, Amy	amy.jacobson@email.und.edu	University of North Dakota
Jameson, Matt	matt.jameson@utah.edu	University of Utah
Keeseey, Susan	susan.keeseey@wku.edu	Western Kentucky University
Kelso, Ginger	glkelso@sfasu.edu	Stephen F. Austin State University
Kincaid, Robin	RKincaid@nvpep.org	Nevada PEP

King, Jordan	zjes17@goldmail.etsu.edu	East Tennessee State University
Kirkpatrick, Baileigh	baileighk@gmail.com	University of Tennessee, Knoxville
Klein, Ana Maria	kleina@fredonia.edu	SUNY Fredonia
Klein-Ezell, Colleen	Colleen.Klein-Ezell@selu.edu	Southeastern Louisiana University
Kopriva, Peter	peter.kopriva@fresno.edu	Fresno Pacific University
Lane, Julie	julie.lane@fresno.edu	Fresno Pacific University
Leytham, Patrick	patrick.leytham@tun.touro.edu	Touro University Nevada
Lie, Gillian	glie@western.edu	Western State Colorado University
Lowe, Rikki	relowe@k12.wv.us	Lincoln County Schools
Ludlow, Barbara	Barbara.Ludlow@mail.wvu.edu	West Virginia University
Luganob, Holly	hbl22@nau.edu	Tucson Unified School District
Magiera, Kathleen	Kathleen.Magiera@fredonia.edu	Fredonia The State University of NY
Maheady, Lawrence	maheadlj@buffalostate.edu	SUNY Buffalo State
Markel, Sherry	Sherry.Markel@nau.edu	Northern Arizona University
Marks, Lori	marks@etsu.edu	East Tennessee State University
Martin, Melissa	mmarti86@vols.utk.edu	University of Tennessee
Mayhew, Jack	jmayhew@weber.edu	Weber State University
Mayton, Michael	michael.mayton@mail.wvu.edu	West Virginia University
McCoy, Alexis	alexismccoy@gmail.com	University of Texas at Austin
McLeod, Tracy	mcleot@sage.edu	The Sage Colleges
Medina, Catherine	catherine.medina@nau.edu	Northern Arizona University
Menendez, Anthony	a.menendez@csuohio.edu	Cleveland State University
Miller, Kevin	millerkj@buffalostate.edu	SUNY Buffalo State
Milliman, John	jmilliman@k12.wv.us	WV Schools for the Deaf and the Blind
Mims, Pamela	mimspi@etsu.edu	East Tennessee State University
Navarrete, Lori	lori.navarrete@nsc.edu	Nevada State College
Novelli, Michelle	mn3@nau.edu	Northern Arizona University
O'Keefe, Suzanne	suzanne.okeeffe@nau.edu	Northern Arizona University
Pasternack, Bob	drbobpasternack@gmail.com	Scholastic
Pedersen, Holly	holly.pedersen@minotstateu.edu	Minot State University
Pennington, Robert	robert.pennington@louisville.edu	University of Louisville
Peterson, Patricia	patricia.peterson@nau.edu	Northern Arizona University
Pierce, Corey	corey.pierce@unco.edu	University of Northern Colorado
Preston, Angela	aburns25@uncc.edu	UNC Charlotte
Rago, David	drago@nu.edu	National University
Reneau, Julie	jreneau@fairmontstate.edu	Fairmont State University
Renema-Kopriva, Sijmontje	Sijmontje@me.com	Fresno Unified School District
Rice, Holly	hice@cameron.edu	Cameron University
Riggleman, Samantha	rigglema@unlv.nevada.edu	University of Nevada, Las Vegas
Ritchie, Meaghan	meaghan.ritchie@logan.kyschools.us	Logan County Schools
Rodriguez, Julie	jrodriguez@rif.org	Reading Is Fundamental
Rooks-Ellis, Deborah	deborah.l.rooks@maine.edu	University of Maine
Rude, Harvey	Harvey.Rude@unco.edu	University of Northern Colorado

Sandigo, Alma	Alma.Sandigo@nau.edu	Northern Arizona University
Schultz, Sue	sschultz@sjfc.edu	St John Fisher College
Shipman, Stacy	s.shipman@louisville.edu	University of Louisville
Shoulders, Tori	tshoulders@usi.edu	University of Southern Indiana
Smith, Crystal	crystal.smith@fairmontstate.edu	Fairmont State University
Smyth, Kelly	ksmyth1@vols.utk.edu	University of Tennessee, Knoxville
Sorrells, Audrey	audrey.sorrells@austin.utexas.edu	The University of Texas at Austin
Sundeen, Todd	todd.sundeen@unco.edu	University of Northern Colorado
Suppo, Jennifer	jsuppo@setonhill.edu	Seton Hill University
Sutter, Chevonne	chevonne.sutter@hotmail.com	University of Nevada, Reno
Thornton, Bill	kimberlycox@unr.edu	University of Nevada, Reno
Vasquez, Eleazar	eleazar.vasquez@ucf.edu	University of Central Florida
Walker, Diana	dwalker@washoeschools.net	NWRPDP
Weber, Kim	kim.weber@nkces.org	Northern Kentucky Cooperative for Educational Services
Wennerlind, Karl	karl.wennerlind@unlv.edu	University of Nevada, Las Vegas
Wienke, Wilfred	wilfred.wienke@ucf.edu	University of Central Florida
Wood, Charles	clwood@uncc.edu	UNC Charlotte