ACRES
American Council on Rural Special Education

39th ANNUAL NATIONAL CONFERENCE

Rethinking Rurality: Connecting
a Todos los Estudiantes (All Students)
Through Innovation

March 5-7, 2020

Holiday Inn -- Riverwalk

San Antonio, Texas

2020 ACRES Schedule At-a-Glance and Session Planning Form

WEDNESDAY, MARCH 4, 2020			
3:00 pm - 6:00 pm		Conference Check-In & Registration	Locations TBA
3:00 pm - 6:00 pm	Silent Auction	*Drop off your items!*	
6:30 pm		Board of Directors Meeting	

THURSDAY, MARCH 5, 2020			
	Session type	Session Planner	Locations TBA
7:30 am - 5:00 pm		Conference Check-In & Registration	
7:30 am – 8:30 am		Breakfast	
7:30 am - 5:00 pm	Silent Auction		
8:30 - 9:45	General	Opening Session & Keynote Address-Alba Ortiz	
10:00 am -10:50 am	Breakout 1		
11:00 am - 11:50 am	Breakout 2		
12:00 pm - 1:30 pm	Lunch	Lunch & Texas Storyteller Donna Ingham	
1:45 pm - 2:35 pm	Breakout 3		
2:45 pm - 3:35 pm	Breakout 4		
3:45 pm - 4:45 pm	Breakout 5		
5:00 pm - 5:30 pm	General	Town Hall Meeting	
5:30 pm - 7:00 pm		New Comers / Old Timers Reception *South San Antonio ISD Tejano Band*	

FRIDAY, MARCH 6, 2020			
7:30 am - 5:00 pm		Conference Check-In & Registration	
7:30 am – 8:30 am		**Breakfast.** RSEQ Editorial Board Meeting	
8:30 am – 4:30 pm	Silent Auction	*All items must be picked up by 5:30 or will transferred to the next highest bidder!*	
8:30 am – 9:30 am	General	Special Session: Parent Technical Resource Center	
9:45 am – 10:45 am	Breakout 6		
11:00 am – 11:50 am	Breakout 7		
12:00 pm – 1:30 pm	Social	Awards & Recognition Lunch	
1:45 pm - 2:35 pm	Roundtable	Roundtable Session 1	
2:45 pm - 3:35 pm	Breakout 8		
3:45 pm - 4:35 pm	Breakout 9		
4:30 pm – 6:00 pm	General	Ice cream Social & Poster Sessions	:

SATURDAY, MARCH 7, 2019			
7:30 am - 10:30 am		Conference Check-In & Registration	
7:30 am – 8:30 am		Breakfast	
8:30 am – 9:20 am	General	Guest Speaker: David Emenheiser	
9:30 am -10:20 am	Breakout 10		
10:30 am - 11:20 am	Panel	Roundtable Session 2	
11:30am – 12:30 pm	General	Creating Better Collaboration Panel *Moderated by Richard Boon*	
12:30 PM	Business	ACRES Post-Conference Board Meeting	

BREAKOUT SESSION ONE	**10:00 am -10:50 am**

Strand: Early Childhood Reblending and Connecting ALL Students through dual certification of Early Childhood/Early Childhood Special Education. Kim Floyd, Colleen Wood-Fields, Ashley Martucci; West Virginia University Dual certification of early childhood/early childhood special education is an ideal way to certify preschool teachers. Having both certifications is particularly advantageous in rural areas due to the lack of practitioners trained to work in inclusive settings. This session is a conversation about how to best merge/offer these certifications.	Room 1
Strand: Professional Preparation Functional Digital Literacy, practices and perspectives of rural educators serving individuals with intellectual Disabilities Andrea Forsyth, MaryAnn Demchak, University of Nevada, Reno The ability to use technology with accuracy and fidelity is known as Digital Literacy. Students with IDD may have deficits in these skills as a reflection of instruction and educational plans centered on core curriculum. Information regarding teacher content knowledge, practices and perspectives were gathered from one western state's rural communities.	Room 2
Strand: Professional Development High Leverage Practices: The Next Stage of Evidence Based Instruction with Diverse Learners Dennis Cavitt, Emily Rutherford; Midwestern State University This interactive presentation will examine high-leverage practices used to support diverse learners in inclusive rural settings. Twenty-two high-leverage practices from the CEEDAR Center will be shared. Participants will engage in thinking about what they know, that they think they know, and what they want to know about high-leverage practices.	Room 3
Strand: Professional Preparation What does the Research Say about Alternative Teacher Education Programs? Informing our Practice Melinda Ault, University of Kentucky; Karen Hager Martinez, Utah State University The presenters will summarize findings from a two-part special series on alternative teacher preparation programs (ATPs) that they co-edited for Rural Special Education Quarterly. Participants will learn what the current literature tells us about ATPs and how it informs our practice. Perspectives of alternative certification students also will be presented.	Room 4
Strand: Inclusive Education Parent Involvement in Rural Special Education during the 2017-18 School Year and Improvement Strategies Brenda Smith, Utah State University This presentation will discuss parent perceptions regarding involvement in rural special education through a review of publicly available data comparing rural and urban parent involvement to state target rates. Implications for parent involvement in rural special education programs will be discussed.	Room 5

BREAKOUT SESSION TWO	**11:00 am - 11:50 am**

TBA	Room 1
Strand: Diverse Learners *Neonatal Abstinence Syndrome: Implications to classroom environment, behavior management and special education.* *Arnold Nyarambi, East Tennessee State University, Clemmer College, TN* The presenter will discuss challenges and implications of Neonatal Abstinence Syndrome (NAS) to classroom environment, behavior management and special education. The presenter will then open discussion on experiences with NAS in classrooms, schools, and communities.	Room 2
Strand: Professional Development *Emergency-certified special educators' professional development needs* *Andrea Ruppar, University of Wisconsin-Madison; Katie McCabe, University of Wisconsin-Madison* Results of a qualitative case study examining the support and professional learning needs of emergency-certified special education teachers in rural areas will be shared. Implications for administrators and teacher educators will be shared.	Room 3

Strand: Technology Application Enhancing Leadership Preparation through Innovative Technology Integration Dena Slanda, Suzanne Martin, University of Central Florida Access to high-quality professional development and advanced degrees can be enhanced through the integration of innovative technology. To remove barriers of geographic location or to maximize time for busy professionals, educators at institutes of higher education can utilize online tools to strengthen connection and collaboration.	Room 4
Strand: Professional Preparation Connecting Self-Determination to Innovation: Collaborating with Rural Stakeholders to Build a Goal-Setting Challenge App Jared Stewart-Ginsburg, Valerie Mazzotti, University of North Carolina - Charlotte; Karrie Shogren, University of Kansas This presentation highlights an innovative web-based application designed to increase the goal setting capacity of adolescents with high-incidence disabilities. Researchers will share results of their iterative research process in collaborating with rural youth with disabilities and students to guide development of the Goal Setting Challenge App, including perceptions of promoting self-determination and technology implementation in rural settings.	Room 5

THURSDAY, MARCH 5, 2020

BREAKOUT SESSION THREE	**1:45 pm - 2:35 pm**
Strand: Diverse Learners Art and the Senses: An Interactive Experience for Everyone Karin Strohmyer, Wava Jarr, Paige Vanderhoff; Buena Vista University Art is meant to be seen…and interacted with in meaningful ways. In this session, we will explore color and sensory integration, relating to the evolution of an interactive mural that is now growing into an interactive sensory room installation where the user enters a space filled with calming multi-sensory elements.	Room 1
Strand: Inclusive Education The curricular content of Individualized Education Program goals of students with severe disabilities. Olivia Coleman, John McDonnell, J. Matt Jameson, Joanna Ryan, University of Utah Presenters will discuss a data analysis of the curricular content of the Individualized Education Programs (IEP) for over 500 SWSD who qualify for their state's Alternate Assessment. During the presentation, we will specifically speak to the content from SWSD who attend rural schools.	Room 2
Strand: Professional Development Increasing the Verbal Behavior of Preschool Students With Autism in Rural South Texas Janet Enriquez, Education Service Center - Region 20; Alonzo Andrews, University of Texas at San Antonio; Lee Mason, Cook Children's Health Care System We demonstrate how the verbal behavior stimulus control ratio equation (SCoRE; Mason & Andrews, 2019) was used to develop individualized language intervention plans for 116 preschool students with autism in South Texas. Here we present an outline of the Texas Education Agency funded project with results for each grant objective.	Room 3
Strand: Professional Preparation Using Media to Teach About Disability. From Microaggressions to Socially Constructed Positive Perspectives Susan M. Schultz, St. John Fisher College The nature in which individuals with disabilities are portrayed in media can have an effect on student perspective. Micro-aggressions, and positive and negative portrayals of disabilities, discovered by teacher candidates in everyday media will be presented. Strategies/ resources using movies, television, and books as teaching tools will be provided.	Room 4
Strand: Transition An Innovative Video-Based Transition Curriculum to Promote Career Readiness for High School Students Megan Jones, University of Kentucky The presenter will discuss findings from a study that assessed the effects of a research-based, career readiness video curriculum intended for use by high school students. During the session, participants will have opportunities to explore the teacher-friendly units designed to guide students in career exploration, resume creation, and interview techniques.	Room 5

BREAKOUT SESSION FOUR	2:45 – 3:35 pm
Strand: Diverse Learners "Grow Your Own" Culturally Responsive Special Educators in Rural Border Communities Patricia Peterson, Northern Arizona University Outcomes of 25 years of "Grow Your Own" personnel preparation programs serving culturally linguistically diverse students with disabilities in rural Arizona/Mexico border communities. Focus is on developing culturally competent special educators and faculty knowledgeable about challenges and solutions serving diverse rural border populations. Doctoral students share university teaching experience in rural border communities.	Room 1
Strand: Inclusive Education Teaching Sight Words with Constant Time Delay to a Student with Impairments in Vision and Hearing MaryAnn Demchak, Chevonne Sutter; University of Nevada, Reno This session focuses on a multiple probe baseline design across word sets to teach a second grade student with impairments in both vision and hearing to read sight words. Results demonstrated a dramatic and immediate increase in reading sight words. Social validity data will also to be provided.	Room 2
Strand: Professional Preparation Performance Feedback Type: Preservice Teacher Preferences Karen D. Hager, Utah State University I will present survey responses from preservice teachers and supervisors regarding preferred methods of performance feedback. Preservice teachers received feedback from supervisors (live and video recorded observations), peers (live observations), and self-evaluations (video recorded lessons). I will also describe the process used for peer feedback.	Room 3
Strand: Professional Preparation Partnerships in Progress: Virtual Efforts to Increase Work Based Learning Resources and Empower Teachers Pamela Brezenski, Jessica Broderick, Educational Service Unit 13; Nicole Fisher; Nebraska VR Western Region Office Participants will explore a transition document created through interagency collaboration. Virtual resources and supports are provided to increase teacher, parent, and VR counselor efficacy. The goal was to increase education and preparation for remote rural high school students. Resources will be shared as open access to participants.	Room 4
Publishing in RSEQ Tina Hudson, Marshall University; Brittany Hott, University of Oklahoma; Melinda Ault, University of Kentucky In this session, members of RSEQ's editorial team will discuss guidelines for publishing in and reviewing for the ACRES journal. They will discuss how to get a positive outcome, the electronic submission system, and reviewer requirements.	Room 5

BREAKOUT SESSION FIVE	3:45 – 4:35 pm
Strand: Diverse Learners Teachers' Perceptions of Causes of Academic Difficulties Experienced by Students who are Culturally and Linguistically Diverse Courtney Miller, West Virginia University The study identifies educators' perceptions of the cause of academic difficulties for students with limited English proficiency. The study identifies effective strategies used to decrease inappropriate special education referrals for students who are CLD and identifies instructional strategies used to overcome academic difficulties.	Room 1
Strand: Professional Development Exceptional Partnerships: The Role of Dispositions in the Preparation of Exceptional Candidates Channon K. Horn, University of Kentucky Dispositions are a key component in the development of exceptional educators. Yet, it can be challenging to accurately evaluate the multitude of characteristics needed to prepare pre-service special educators with fidelity. A comprehensive rubric developed to assist in the evaluation process will be shared.	Room 2
Strand: Professional Preparation Using a course assignment to connect preservice teachers across the state: Practicing coaching skills virtually Barbara Fiechtl	Room

This proposal explains an assignment for teachers in an alternative teacher preparation program to practice coaching skills via virtual observations and virtual meetings. Teachers arranged to coach each other using a fidelity checklist to improve instruction. Activities required and outcomes from student reflections and instructor evaluations will be shared.	3
Strand: Professional Preparation Removing Barriers and Promoting Equity: A Model for Building Preservice Teachers' Competencies with Assistive Tech Cynthia C. Baughan, Joanna Stegall, Mark Butler, Anderson University We report on a university-based project to develop an assistive technology (AT) mobile lab to better prepare preservice teachers to effectively include and serve all students. Presenters will provide a description of the project's development, examples of incorporating AT across courses and disciplines, and lessons learned throughout the process.	Room 4
Strand: Professional Preparation Narratives of Rural Special Educators on Preparation, Recruitment, and Retention Katie McCabe & Jennifer Seelig, University of Wisconsin-Madison During this session, researchers will present results from a cross-case analysis, demonstrating how teacher narratives provide insight into the challenges and needs in rural teacher preparation, recruitment, and retention. This presentation will isolate the narratives of the special educators who participated in this study.	Room 5

FRIDAY, MARCH 6, 2020

General Session
From the Top Down and Bottom Up: Family, School Partnerships in a Rural State Karen Thompson, Access for Special Kids Resource Center, Inc. (ASK Resource Center, Inc.) Jim Gorman, Northwest Area Education Agency Faye Van Roekel, Northwest Area Education Agency Daniel Van Sant, Disability Rights Iowa, Inc. David Emenheiser, OSERS

BREAKOUT SESSION SIX	9:45 – 10:35 Am
Strand: Early Childhood "Couldn't it be Birth to Five": Parents' Perceptions of Early Intervention for Children with Autism Hilary Bougher-Muckian, West Liberty University Participants will learn about parents of children with autism's experiences in early intervention. In this Grounded Theory study, parents described barriers accessing services both prior to and after early intervention. These findings highlight a need for additional Child Find programs and parental support programs for parents of children with ASD.	Room 1
Strand: Professional Development Parent training of ASD strategies through use of technology Karen Eastman, Minnesota State University, Mankato; Paula Ziems, Austin High school, Austin MN The presenter will describe the procedures used to teach parents how to implement strategies used with high school students with autism spectrum disorder (ASD) through the use of technology. Participants will learn about some strategies as well as how to use videos and distance observation to monitor and discuss progress.	Room 2
Strand: Professional Preparation Providing Knowledge for All Students in light of accreditation, environmental, and financial realities Ann Richards & Melissa Kelley, West Virginia University Special education teacher preparation programs are being asked to prepare candidates that are entering an environment where they will be teachers, therapists, and case managers. Data from CAEP and edTPA can assist programs in developing content that assists candidates in gaining skills to meet these demands.	Room 3
Strand: Professional Preparation Preparing Special Education Teacher Candidates for edTPA in Diverse Classroom Settings Ashley Perry Cawley, The University of Alabama The presenter will share strategies and assignments used in preparing teacher candidates for edTPA in a Collaborative K–12 Special Education certification program. Session participants will learn about preparing teacher candidates for edTPA implementation in mild and severe/profound special education internship classroom placements.	Room 4

Strand: Professional Preparation An Investigation of Behavioral Skills Training to Teach Graduate Students to Use Response Prompting Procedures MaryAnn Demchak, Chevonne Sutter; University of Nevada, Reno Teaching students with significant disabilities requires teachers to have a special skill set, including using response-prompting procedures. Presenters will share results of a single case design study on use of behavioral skills training in a graduate course to build teacher competence in implementing three response-prompting procedures with fidelity.	Room 5

FRIDAY, MARCH 6, 2020

BREAKOUT SESSION SEVEN		11:00 – 11:50 am
Strand: Family The Use of Facilitative Skills in the IEP Process Mary Anne Fleury, Colorado Department of Education Facilitative skills are crucial in maintaining relationships with families. In rural education, district training is often scarce, and the lack of available resources impacts special educators. Providing tools for educators to facilitate meetings has been effective in supporting a collaborative process with families.		Room 1
Strand: Professional Preparation Remote Teacher Readiness! Use and Practicality of Skype to Observe Teacher Candidates at a Distance Tina Hudson, Debbie Lockwood, Missy Reed; Marshall University Many programs are experimenting with distance education technologies (e.g., webcams, interactive video, etc.,) to provide support of clinical experiences. This session will review the literature and describe the use of Skype and Zoom to observe teacher candidates as a viable option for training and preparation in the field		Room 2
Strand: Professional Preparation Teaching Face-to-Face Communication and Collaboration Skills to Teacher Candidates Anthony Menendez, Cleveland State University Participants will learn about proactive programming designed to teach and reinforce the verbal and para-verbal skills (e.g., body language, facial grammar) Teacher Candidates need for practicum and student teacher experiences. The session will also focus on teaching Candidates how to appropriately manage screen devices within professional settings.		Room 3
Strand: Professional Preparation Into the Woods: Fairytale Lessons from a SPED Teacher Preparation Program in Rural East Tennessee Rebecca Burleson, Lincoln Memorial University Participants will explore an allegory with fairy-tale motifs to uncover lessons learned in implementation of a 2nd-year SPED licensure program. Participants will receive handouts with: (1) six steps for developing a graduate level SPED teacher preparation program; (2) the power-module learning template; and (3) a mind-map for refreshing existing programs.		Room 4
Strand: Transition Voices from the Community to Support Rural Youth With Disabilities Who are Work-Bound Joy Mahiko, University of Hawai'i - West O'ahujo The presenter will share the perspectives of community partners who provided work experiences for rural youth with disabilities. Participants will gain valuable insight on how rural schools can sustain, improve, and expand their community partnerships and work experiences for rural youth with disabilities.		Room 5

FRIDAY, MARCH 6, 2020

TABLE	ROUNDTABLE SESSION 1
1	ACRES Public Policy and Collaboration. David Stockford FUNFAIR 4 The presenter will facilitate an opportunity for participants to contribute to ACRES Board leadership with planning, implementing, and collaborating on public policy. ACRES Mission, Goals, Committees and Board activities provide structure for addressing issues of national significance.

2	The Impact of Counseling on the Social Interaction of Individuals with Deaf Blindness and their Families Chinomso Ihenagwam, Phoebe Okungu, Texas Tech University This session explores counseling of individuals who are DeafBlind and their families and impact counseling has on their social interaction. The study will employ a qualitative approach and data will be collected through interviews and observation of individuals who are DeafBlind and their families. will demonstrate the impact of counseling.
3	Preferred Option Delivery (POD) Courses: Flexible, affordable training made accessible to rural special educators Tonia Wilson and Melina Alexander, Weber State University, Online education can feel isolating. Face-to-face courses may require expensive travel. Preferred Option Delivery (POD) courses offer a technology enhanced alternative that addresses these challenges. By combining best practices of online, face-to-face and internet video courses, we can enhance value and flexibility for rural educators. Come see how it's done!
4	Using Induction Programs to Provide New Special Educators Support and Coaching in Rural Settings Shawn Huisinga, Indiana State University; Melissa Jones-Bromenshenkel, Rebecca Cook, Eastern Illinois University Participants will learn about a yearlong induction program that included new special educators in rural settings led by faculty members from two universities. Presenters will share information about the program, as well as the advantages and challenges encountered by participating new special educators and university faculty members.
5	Concept Mapping: A Low-Tech Innovation for Instructing Content Knowledge to Rural Teacher Candidates Dr. Debra Lockwood, Marshall University; Dr. Jeremy Lopuch, Winthrop University This presentation will explore the results of a differentiated assessment with four groups of rural pre-service teacher candidates to improve pedagogical curriculum delivery for program improvement. Implications for instructors in rural pre-service education programs will be discussed.
6	The Influence of Online versus Flipped Instruction on Teacher Candidates' Self-Efficacy Beliefs Toward Teaching in an Inclusive Classroom Tori Colson; Moriah Smothers, Stacey Keown, University of Southern Indiana The participants will learn about a variety of course delivery models. The focus of the presentation is to discuss the influence course delivery models have on teacher candidate efficacy in an introduction to special education course.
7	Technological Teacher Preparation: Creating Better Alternative Licensure Programs in Special Education Lora Lee Smith Canter, Corey Pierce; East Carolina University As a countermeasure for special education teacher shortages, school systems and states are more readily considering alternative paths to teacher licensure. The presenters of this panel will engage participants in a discussion around their experiences surrounding the pedagogy, content, instructional platforms/practices/strategies, and other features of alternative licensure programs.

BREAKOUT SESSION EIGHT	2:45 – 3:35 PM	
Strand: OSERS Updates and Resources David Emenheiser, Office of Special Education and Rehabilitation Services	Room 1
Strand: Professional Development Trauma Influenced Care & Practices to Support Resilience in the Child, Family, and Young Adults Kasey Floyd-Norris, Kim Floyd, West Virginia University Presenters will explore how stress and trauma affect a student's learning, cognitive and social-emotional development and introduce evidence-informed interventions aimed at improving social-emotional well-being for children and youth who have experienced trauma. We will explore issues related to resiliency and hear firsthand from a trauma survivor.	Room 2
Strand: Professional Preparation Utilizing Technology to Enhance Reflective Practice and Peer Collaboration in Online Rural Special Education Programs Julie Reneau, Fairmont State University This session focuses on the benefits of peer collaboration using an online tool called VoiceThread and a video platform called Edthena. Examples from students and rubrics for assessment will be shared to highlight how the unique features in each platform are used to support reflective practice and peer interactions.	Room 3

Strand: Professional Preparation High leverage practices and early literacy instruction: Meeting the needs of all learners Melina Alexander, Shirley Dawson, Penee Stewart, Jack Mayhew, Weber State University This session will illustrate how high leverage practices are addressed in a course on early literacy instruction. Specifically, it will demonstrate early literacy activities that can be used by teachers or parents. The alignment of these activities with HLPs will also be given.	Room 4
Strand Professional Preparation Preparing pre-service teachers for inclusive rural general education classrooms Neria Sebastien, Seattle University This study investigated how general education preservice teachers perceived inclusion and the role their attitudes and beliefs played in their overall student teaching experiences in rural southeastern Washington. The study extends the existing knowledge that informs rural general education preservice teachers' preparation, practice, placement policies, and research. The data revealed that preservice teachers held a positive outlook towards inclusive classrooms.	Room 5

FRIDAY, MARCH 6, 2020

BREAKOUT SESSION NINE	**3:45 – 4:35 PM**
Strand: Transition "Don't Hate; Collaborate:" Developing Rural Community Partnerships with Overlooked Stakeholders Jared Stewart-Ginsburg and Stephen Kwiatek, University of North Carolina at Charlotte This presentation highlights strategies for developing rural community partnerships to support exceptional students and their families. While often overlooked, community agencies outside of traditional systems can provide support and instruction for students with disabilities. In this interactive presentation, we will share methods for collaborating and mapping resources in communities.	Room 1
Strand: Professional Development Cultivating Partnerships in Rural Communities Kathleen M. Randolph, University of Colorado Colorado Springs; Karin Gurokovich and Pat Bershinsky, Pikes Peak Board of Cooperative Educational Services (BOCES) This presentation will provide background and insight on the partnership between the University of Colorado Colorado Springs and the Pikes Peak BOCES. Presenters will discuss development and future directions for collaboration, research, and professional development, with suggestions for similar possibilities for other rural organizations.	Room 2
Strand: Professional Preparation Becoming an Effective Leader in Higher Education: Lessons In Practice From the Field Mark Butler, Anderson University, Melinda Ault, University of Kentucky Higher education leadership is filled with complexity and ambiguity. Department/college leaders share journeys and strategies to address concerns/challenges/barriers for transitioning to leadership. Session offers potential/current academic leaders a forum to discuss challenges and strategies to become effective leaders.	Room 3
Strand: Public Policy Systematic Solutions to Address Educator Shortages in Colorado Harvey Rude, Valerie Sherman; Colorado Center for Rural Education Rural school districts continue to experience significant difficulties in recruiting, preparing, and retaining educators. This session highlights the ongoing work of the CCRE to address these challenges, including Institute of Education Sciences funded research and evaluation data regarding impact on reducing educator shortages in rural communities.	Room 4
Strand: Technology Applications Technology Tools to Facilitate Learning in a Universal Design Framework Melinda Ault, Channon Horn; University of Kentucky The presenters will describe and demonstrate technology to facilitate instruction within the universal design for learning framework. We will describe available and affordable tools for all educators and demonstrate classroom examples promote multiple means for engagement and collaboration, content representation, and student expression.	Room 5

TABLE	POSTER SESSION AND SOCIAL *4:30 – 6:00 PM*
1	Effective Instructional Practices for English Learners with Moderate to Severe Disabilities in Rural Border Areas Adriana Frates, Northern Arizona University Session presents instructional practices for Hispanic English learners with moderate to severe disabilities in rural border areas. Practices highlighted relate to communication skills, literacy development, collaboration and communication with families, and professional development of educators working with this population.
2	Children's and Adolescent Literature Concerning Disabilities: A Literature Review. What can students learn? Loretta Serna, University of New Mexico For the past 60 years authors of literature for children and adolescents have often portrayed characters with disabilities in their books. This literature review will cover the empirical research in this area from 1970-2020. Analysis of the studies will be summarized with regard to what students can learn from stories.
3	Preschool Instructional Practices to Serve Native American Students with Disabilities in Rural and Remote Areas Candi Running Bear, Northern Arizona University Instructional practices for Native American students with disabilities is among the least researched and least documented topics in education. This session highlights existing literature on preschool inclusion practices in Native American communities with a focus on rural and remote areas as well as implications for future research.
4	Does a Reading Screening Battery Improve the Accuracy of Decisions for Rural Populations? Jeremy Lopuch; Winthrop University The presenter will review results of a study that examined the accuracy of a reading screening battery on a state accountability test for a rural district. Participants will learn the benefits of using a screening tool for reading to inform decision making for rural populations.
5	Rural Barriers to Teaching Expanded Core Curriculum to Students with Visual Impairments Renae Bjorg, Kari Chiasson; University of North Dakota This presentation will report on seven themes that emerged from a phenomenological study that investigated perceptions and experiences of teachers of students with visual impairments in the rural areas of North Dakota. Recommendations for improving services to students with visual impairments in a rural setting will be provided.
6	Using magic tricks to build character: An innovative way to connect all students Dan Ezell, University of Central Florida; Colleen Klein-Ezell, Southeastern Louisiana University The social competence/confidence building elements associated with character education can have a strong impact on rural special education practice. This presentation will provide information on the Magic Builds Character after-school enrichment program implemented in a rural school setting that can be replicated to "connect" ALL students.
7	Parental Involvement for English Learners/Culturally Linguistically Diverse Exceptional Students' Academic Success in Rural Areas Christina Gabaldon, Northern Arizona University This proposal examines the positive effects that parental involvement has on English Learners (EL) who are also Culturally Linguistically Diverse Exceptional (CLDE) students and the supports parents need in rural areas to become actively involved in supporting their CLDE students' academic success in reading, math, and science.
8	Lessons Learned from Individualized Education Program Plan Reviews Brittany L. Hott, Oklahoma University This session shares results from a descriptive reviews of Individualized Education Program plans for students attending 15 rural and remote districts in the South. Findings suggest that students receive minimal access to the interventions that support acquisition of grade level content. Further, student needs, goals, accommodations, and services often did not align. Implications for practice and future directions are reported.
9	Addressing Rural Demands for Assistive Technology Proficiency through Practical Online Trainings Laura King, East Carolina University Does the integration of online practical training on assistive technology allow rural preservice and lateral entry teacher candidates to increase perceptions of readiness in using educational/assistive technology and working with students with disabilities? Results will be shared on senior exit survey data comparing pre/post integration of professional development trainings.

10	Rural Pre-service Special and General Education Teacher Instruction and Experience in Culturally Responsive Classrooms William P A Terrill, Northern Arizona University Rural classroom demographics are changing with more students from culturally linguistically diverse (CLD) backgrounds. Rural pre-service special and general education teachers need instruction and experience in culturally responsive inclusive classrooms to increase teacher self-efficacy, decrease overrepresentation of CLD students in special education, and ensure students receive fair and equitable education.
11	Preservice Teachers Attitudes and Knowledge towards Assistive Technology Tori Colson, Stacey Keown, Moriah Smothers; University of Southern Indiana This mixed-methods study explored the influence an in-class mini-workshop had on preservice teachers' feelings of preparedness to use assistive technology in their future classrooms. The workshop consisted of an independent online training module, instructor lecture, and peer presentations on high and low technology options.
12	Using one-way online recorded video interviews in the admissions process: Applicant and Faculty perspectives Jenny Wells, University of Hawaii at Manoa A one-way recorded online interview platform was piloted as a means to minimize barriers for applicants to our hybrid post baccalaureate and master's statewide programs. A study of applicant and faculty perspectives on the advantages and disadvantages of this interview format was conducted. Results and implications will be shared.
13	Recruiting During The Teacher Exodus: Rethinking and Reframing Educator Preparation Dana Hilbert, Holly Rice; Cameron University Recruiting individuals into the special education profession is challenging and at times, overwhelming. New ideas, new perspectives, new initiatives and new partnerships have helped our community begin to make progress in reversing the trend. Come learn about our successes, failures and plans for the future...and share yours!
14	Preparing Alternatively Certified Special Education Teachers in Rural Communities Through the use of Technology Holly Rice, Dana Hilbert; Cameron University Our objective is to meet the needs of rural communities by offering a special education "Boot Camp," a non-traditional route to special education certification. The study will compare non-traditional routes to teacher certification offered by various universities throughout the state and how technology facilitated enrollment.
15	Neurodiversity: Preservice teacher's perceptions its understanding in general education "methods" classrooms. Frank Mullins, Texas A&M, Texarkana; Jan Murdock, Texas A&M, Texarkana; Missy Jones, Becky Cook, Eastern Illinois University; Shawn Husinga, Indiana State University This session will present 2019 statistical results concerning the construction and distribution of a survey instrument which examined the specific perceptions/attitudes of preservice teachers toward neurodiversity in their IHE general education "methods" classrooms. Responses concerned the amount of time the IHE general education methods faculty were involved with professional development activities including special education.
16	The intersection of No Child Left Behind and rural special education Elizabeth Messina, University of Nevada Las Vegas No Child Left Behind, subsequently Every Student Succeeds Act, aimed to place "highly qualified" teachers in every classroom. A mandate which limited teacher pools in rural areas leaving critical populations at an even greater disadvantage. For rural special education students, do these legal mandates really ensure no child is left behind?
17	I Believe I Can...But Can I? Dr. Gerlinde Beckers, Emma Beckers, Southeastern Louisiana University Undergraduate student researcher shares the findings on the correlation between self-efficacy and performance of peer-mentors participating in an inclusive, comprehensive transition, post-secondary program for students with ID in a rural setting. The research consists of both quantitative and qualitative data that provide a general understanding of peer mentors involved in the program
18	Practices for Success in a Diverse Classroom Brigid Ovitt, University of New Mexico This presentation describes practices and curriculum choices implemented in a mixed-grade, cross-curriculum classroom populated with students who represented a diversity of CLD status, disability, and age/grade. The course used research aligned practices to provide instruction that engaged students and prepared them to succeed in freshman level college humanities courses.

General Session	8:30 am – 9:20 am

The View from DC: Federal perspectives on children
with disabilities in rural education
David Emenheiser

BREAKOUT SESSION TEN	9:30 am -10:20 am

	Room
Strand: Inclusive Education Connections Between Early Inclusion Experiences and Post-Secondary Transition Outcomes in Rural Settings James K Ingram, Haya Almehaini, Mariah Bridgman, Chris Lanterman, Karen Sealander, Northern Arizona University The road to inclusion is paved with good intentions but fraught with false starts. Students with disabilities, especially those in rural communities, are often excluded from the general education community. This presentation examines the connections between inclusive elementary school opportunities and positive post-secondary transition outcomes.	Room 1
Strand: Inclusive Education *Examining opportunities and obstacles for inclusive practices in rural schools: Perspectives from general and special educators* *Todd Sundeen, Northern Colorado University*	Room 2
Strand: Transition Multiple Perspectives of a Post-Secondary Education Program: A Comprehensive Evaluation MaryAnn Demchak, & Andrea Forsyth; University of Nevada, Reno This qualitative study sought insights into individual perspectives of a university post-secondary program for students with an intellectual disability (ID), ages 18-22. Past and present students, parents (past and present), peer education coaches/mentors, program staff, and professors were interviewed about their experiences.	Room 3
Strand: Professional Preparation Inclusive Practices for Students with Intellectual and Developmental Disabilities: Content of Educational Leadership Preparation Programs Joanna Ryan, J. Matt Jameson, Olivia Fudge Coleman, Lyndsey Aiono Conradi, University of Utah Presenters will discuss the results of two surveys used to collect program information from K-12 principal preparation programs concerning the inclusion of students with disabilities in general school settings and in schoolwide positive behavioral interventions and supports systems.	Room 4

TABLE	ROUNDTABLE SESSION 1	10:30 am -11:20 am
8	Writing Framework for supporting preservice teachers in finding their professional voice Stacy L. Weiss, East Carolina University Presenter will share the structured supports in a writing intensive course for preservice special education teachers. After describing the course goals and components in place to build a supportive writing environment, strategies will be discussed for transitioning students to use professional language and supporting less confident writers.	
9	Mathematics Anxiety of Diverse Learners At-Risk for Mathematics Difficulties in Rural School Settings Sarah Vach McCarthy, East Carolina University This session will outline a systematic review for exploring levels of mathematics anxiety of students in rural schools who are considered to be at-risk for mathematics difficulties. Participants will learn about the gap in research addressing related cognitive domains and this underrepresented population.	

10	Developing a dual certification program of Early Childhood/Early Childhood Special Education Cathy Galyon, East Tennessee State University; Kim Floyd, West Virginia University Dual certification of early childhood/early childhood special education is an ideal way to certify preschool teachers. Having both certifications is particularly advantageous in rural areas due to the lack of practitioners trained to work in inclusive settings. This session is a conversation about how to best merge/offer these certifications.
11	Shaping Teaching Repertoires in a Virtual ShaperSpace Alonzo Andrews, University of Texas at San Antonio; Lee Mason, Cook Children's Child Study Center Over the past few years an increasing number of schools and community organizations have developed transformative learning spaces referred to as "MakerSpaces" for research and training purposes. We extend the MakerSpace concept to applications of training special education teachers to address the needs of students with Autism Spectrum Disorder through the use of teleconferencing software.
12	Rural teachers' Perception of Use of Augmentative and Alternative Communication for Children with Autism Nereah Obiero The presenters will discuss with the participants, teachers' perceptions on the use of augmentative and alternative communication with children with autism. The presenters discuss how qualitative methods will be used to collect data. The participants will learn new skills they can apply in their classrooms when serving children with ASD.
13	Do Classroom Environments Impact Future Special Educators' Scores on EdTPA Chris Rivera, Bethany McKissick, East Carolina University This study evaluated a small cohort of undergraduate special education teacher candidates' performance on the edTPA, including relations between environmental classroom factors (e.g., number of students taught, disability type) edTPA scores. Results and suggestions for future research are provided.
14	Effects of a Schema-based Word Problem Solving Intervention on the Mathematics Performance of a Third Grader with EBD Brittany Hott, University of Oklahoma This session shares results of study evaluating the relation between SBI and word problem solving accuracy. Results suggest a functional relation between SBI and group, compare, and change word problem solving. Further, the student increased his pre to post test score from 10% to 100% and was able to maintain mathematics skills and generalize to science word problems. Implications for practice and future research directions are reported.
15	RSEQ: From ACRES Presentation to RSEQ Submission Tina Hudson, Marshall University

GENERAL SESSION	11:30am – 12:30 pm
Panel: Creating Better Collaboration *Moderated by Richard Boon* *Panel Members TBA*	

GENERAL SESSION	12:30 PM – 1:30 pm
ACRES Post-Conference Board Meeting *All Members are encouraged to attend*	