



ACRES

American Council on Rural Special Education

33rd ANNUAL NATIONAL CONFERENCE

***Developing Partnerships to Meet Individual Needs
Across Rural and Urban Cultural Contexts***



March 19-22, 2014

**Tucson Marriott University Park
Tucson, Arizona**

Welcome!
ACRES 33nd ANNUAL NATIONAL CONFERENCE

**Developing Partnerships to Meet Individual Needs
Across Urban and Rural Cultural Contexts**

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 Host

West Virginia University

Conference Arrangements Committee

Dr. Ann Richards, ACRES Events Manager
Dr. Barbara Ludlow, ACRES Headquarters Coordinator
Dr. Michael Mayton, ACRES Operations Director
West Virginia University

Conference Program Chair(s)

Dr. Kimberly Floyd, West Virginia University

Conference Proceedings Editor(s)

Dr. Naomi Rahn, 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.

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ACRES COMMITTEES 2013-2014

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- ♣ **Conference Planning:** Rob Pennington, Kim Floyd, Ann Berry, Barbara Ludlow, Ann Richards
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- ♣ **Partnerships/Marketing:** Melinda Ault, Channon Horn
- ♣ **Silent Auction:** Elaine Lambert, Ann Berry, Myrlice Hooper
- ♣ **Technology:** Trey Vasquez, Ginevra Courtade

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.

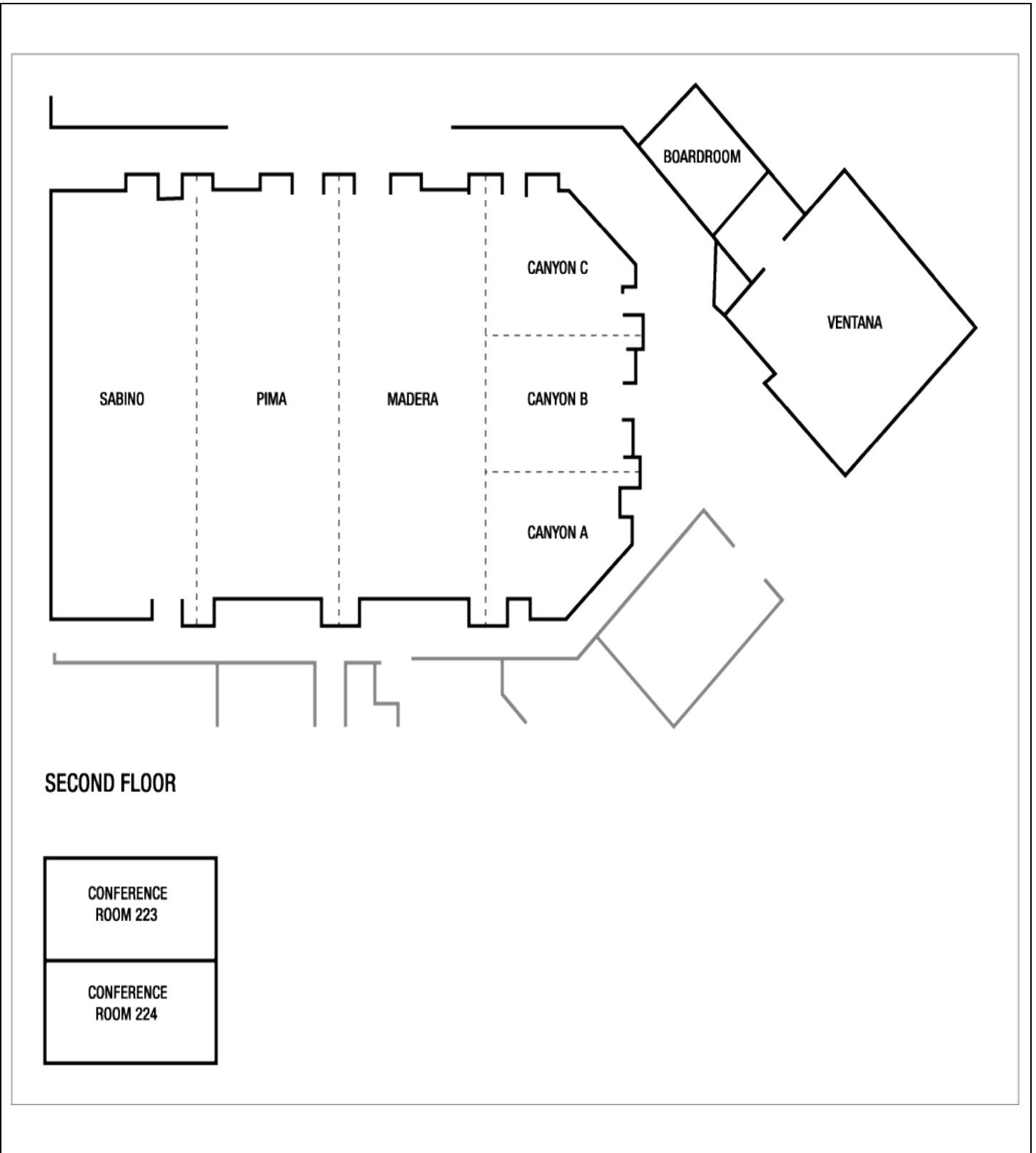
Our Mission

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.

2014 ACRES Conference Hotel Conference Area



2014 ACRES Conference Schedule At A Glance

WEDNESDAY, MARCH 19, 2014	
1:00 pm – 5:00 pm Registration Open	Foyer
6:00 pm – 8:00 pm Board of Directors Meeting and Dinner	Ventana
THURSDAY, MARCH 20, 2014	
7:30 am – 5:00 pm Registration Open	Foyer
7:30 am – 8:30 am Continental Breakfast	Madera
9:30 am – 5:00 pm Silent Auction	Canyon B
Opening Session and Keynote Address 8:30 am - 9:30 am	
Morning Break 9:30 am - 10:00 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 21, 2014	
7:30 am – 5:00 pm Registration Open	Foyer
7:30 am – 8:15 am Continental Breakfast	Madera
8:30 am – 11:45 am Silent Auction	Canyon B
Concurrent Session Six 8:30 am - 9:20 am	
Concurrent Session Seven 9:30 am - 10:20 am	
Morning Break 10:20 am - 10:30 am	
Native American Panel Discussion 10:30 am - 11:45 am	
Recognition Lunch and Keynote Address 12:00 pm - 1:30 pm	
Roundtables 1:45 pm - 3:15 pm	
Research/Evaluation Session One 1:45 pm - 2:20 pm	
Research/Evaluation Session Two 2:25 pm - 3:00 pm	
Poster Sessions 2:45 pm - 4:00 pm	
Afternoon Break 3:45 pm - 4:00 pm	
Concurrent Session Eight 3:05 pm - 4:00 pm	
SATURDAY, MARCH 22, 2014	
7:30 am – 10:30 am Registration	Foyer
7:30 am – 8:00 am Continental Breakfast	Madera
ACRES Post-Conference Board Meeting 8:00 am – 9:00 am	
Concurrent Session Nine 9:00 am – 9:50 am	
Concurrent Session Ten 10:00 am – 10:50 am	
Concurrent Session Eleven 11:00 am – 11:50 am	

2014 ACRES Conference Special Events

Pre-Conference Workshop

*University of Arizona Biosphere 2
Wednesday, 10:00 am – 3:30 pm (bus leaves hotel at 8 am and returns at 4:30 pm)*

Visit to the University of Arizona's Biosphere 2 science research facility for a tour and training session about how to incorporate science learning into the curriculum for students with exceptionalities.

Silent Auction

*Canyon B
Thursday, 9:30 am - 5:00 pm Friday, 8:30 am – 11:45 am*

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

New Comers / Old Timers Reception

*Madera Room
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.**

2014 ACRES Conference Featured Speakers



Todd V. Fletcher, Ph.D.
Associate Professor
University of Arizona,
Co-founder, Resplendor International
Guanajuato, Mexico

THURSDAY, MARCH 20

**Opening General Session
Keynote Address**

“International Education, Outreach and
Collaboration in Rural Central Mexico ”



Ronda Rudd Menlove, Ph.D.
Senior Vice Provost for Regional Campuses
and Distance Education
Utah State University,
District 1 Representative
State of Utah House of Representatives

THURSDAY, MARCH 21

**Policy and Advocacy Lunch
Keynote Address**

“Making a Difference: Effective Strategies
for Changing State Policy”

Panel Members

Darold H. Joseph, University of Arizona
(Panel Moderator)

Christopher Margeson, Northern Arizona University

Melissa Rhodes, Licensed Clinical Social Worker

Anslem Yazzie, Nationally Certified
School Psychologist

FRIDAY, MARCH 21

**General Session
Panel Presentation/Discussion**

“Considerations for Culturally Responsive
Transition Planning: Practitioner Experiences
with Rural American Indian Communities in
Northern Arizona”

2014 ACRES Conference Full Schedule

THURSDAY, MARCH 20, 2014	
Registration / Information	Foyer, 7:30 am – 5:00 pm
Continental Breakfast	Madera, 7:30 am – 8:15 am
Silent Auction	Canyon B, 9:30 am – 5:00 pm
<p>Opening Session and Keynote Address</p> <p>8:30 am – 9:30am Pima Room</p> <p>Welcome and Introduction – Ann Richards, ACRES Conference Arrangements Committee</p> <p><i>Keynote Speaker – Todd Fletcher, University of Arizona</i> <i>“International Education, Outreach and Collaboration in Rural Central Mexico”</i></p>	
<p>Break 9:30 am – 10:00am Foyer</p>	
<p>CONCURRENT SESSIONS 1 10:00 am – 10:50 am</p>	
<i>Sabino</i>	<i>Canyon A</i>
<p>Discussion without Borders: Using VoiceThread to Build Community in Online Courses</p> <p>Shifting from face-to-face classes into the virtual world can seem a challenge to many instructors and students. The type of community and discussion that occur in face-to-face classrooms is often absent within the online environment. Here we describe our use of VoiceThread to construct that community within online college classes.</p> <p>Presenter(s): Nancy Hulan Strand: Technology</p>	<p>Transitions in Rural Education: Enhancing School-University Partnerships</p> <p>SUNY Fredonia’s 325T Project RAISE-UP personnel surveyed university faculty and staff, as well as, rural school partners to determine how to sustain our collaborative relationships. As the federal grant sunsets, survey results revealed what should be maintained in teacher preparation and new directions for enhancing our program in the future.</p> <p>Presenter: Kathleen Magiera & Rhea Simmons Strand: Preservice</p>
<i>Canyon C</i>	<i>Pima</i>
<p>An Analysis of Shared Reading Using Squishy Books with Preschoolers with Severe Disabilities</p> <p>This study focused on engagement of young children with severe, multiple disabilities with traditional thematic preschool books and non-traditional thematic squishy books during shared reading. The objective was to determine if the use of squishy books increased literacy engagement and interactions for the children.</p> <p>Presenter(s): MaryAnn Demchak & Annamarie Cohen Strand: Early Childhood</p>	<p>Transition to Teaching: An Alternative Certification Program to Prepare Special Educators for High Need Schools</p> <p>This session will describe a collaborative project between a landgrant university, a state education agency, and local school systems to develop and implement an alternative certification program using an online delivery system to train special educators on the job in high need school systems in a rural state.</p> <p>Presenter(s): Barbara Ludlow Strand: Technology</p>

ACRES National Headquarters Over the Years

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

Murray State University
University of Utah
Montana State University – Billings

Western Washington University
Kansas State University
West Virginia University (current)

Conference Room 223	Conference Room 224
<p>Policy and Advocacy for Rural Special Education</p> <p>This session describes the ongoing work of the ACRES governmental relations committee that engages in activities designed to promote policies to improve services for children with disabilities and their families in rural America.</p> <p>Presenter(s): Harvey Rude Strand: Impacting Governmental Policy</p>	<p>ACRES Doctoral Workshop Series (Not For Doctoral Students Only): What Is Your Digital Profile and Why Is It Important?</p> <p>Our professional online identity and reputation is critically important. Don't leave yours to chance. This workshop will acquaint you with your digital profile (what people see on the web associated with your name), and how it impacts you. Come with laptop or tablet ready to logon and investigate.</p> <p>Presenter(s): Ann Berry</p>
<p>THURSDAY, MARCH 20, 2014 CONCURRENT SESSIONS 2 11:00 am – 11:50 am</p>	
Sabino	Canyon A
<p>Transplanting United States Constructs of Disability and Special Education with Culturally Diverse Families of Children with Disabilities</p> <p>This study examines the perceptions of culturally diverse families, regarding the education of their children once they are determined eligible for special education services. Data were obtained primarily from conducting audio-taped, semi-structured interviews with 13 families. Grounded theory techniques were used to analyze the data. The educational and social implications of educators and families' differences are discussed, and directions for future research are provided.</p> <p>Presenter(s): Tracy McLeod Strand: Parents & Families</p>	<p>Shrinking Distances: Using Technology to Open the World to Rural Students</p> <p>Novice and experienced virtual field trip producers will be led through the ins and outs of what to consider and how to create educational, as well as entertaining, experiences for students. The presentation will demonstrate available tools useful in the creation of the "trips." Leave the session with a full tool belt, helpful in creating your own experiences.</p> <p>Presenter: Steve Canipe Strand: Technology</p>
Canyon C	Pima
<p>Successful Environments! Adapting Home and Early Childhood Daycare settings for Children with Severe Disabilities</p> <p>This session provides parents and early childcare providers with strategies to modify and adapt home and childcare settings to increase meaningful play and interactions for young children with severe disabilities. Easy accommodations can be made within the environment so that naturally occurring, developmentally appropriate activities are accessible to these children.</p> <p>Presenter(s): MaryAnn Demchak Strand: Parents and Families</p>	<p>Creating Learning Opportunities</p> <p>Session will provide evidence-based strategies for embedding learning in everyday routines/activities for young children with or without disabilities. Participants will discuss settings/situations providing opportunities for learning and/or reinforcing skills. Few or limited resources needed for implementation. Development of personal plans that could be incorporated immediately will be potential session outcomes.</p> <p>Presenter(s): Robin Wells Strand: Early Childhood</p>
Conference Room 223	Conference Room 224
<p>Rural Pre-Service General and Special Education Teacher Attitudes Towards the Inclusion of Students with Disabilities</p> <p>The attitudes and concerns of rural general and special education pre-service teachers are important factors to consider when designing and delivering coursework in the university setting. The purpose of this study was to investigate the impact of undergraduate coursework on their attitudes and concerns regarding inclusion.</p> <p>Presenter(s): Patrick Leytham & Jack Mayhew Strand: Preservice</p>	<p>ACRES Doctoral Workshop Series (Not For Doctoral Students Only): Managing Your Digital Profile</p> <p>What do you want potential employers to see when they look for your profile on the web? The information there makes an immediate impression and you want it to highlight your expertise. This 30 to 40 minute workshop will offer some options for enhancing and taking control of your online profile. Bring your laptop or tablet and join us - even if you didn't attend the initial workshop. (Not for doctoral students only).</p> <p>Presenter(s): Ann Berry</p>

THURSDAY, MARCH 20, 2014

Policy and Advocacy Lunch

12:00 pm – 1:30 pm
Madera Room

Overview and Introduction – Harvey Rude, ACRES Board Member

*Keynote Speaker – Ronda Rudd Menlove, Utah State University
State of Utah House of Representatives
“Making a Difference: Effective Strategies for Changing State Policy”*

CONCURRENT SESSIONS 3

1:45 pm – 2:35 pm

<i>Sabino</i>	<i>Canyon A</i>
<p>Developing an International Partnership in Distance Education</p> <p>This presentation will describe an international collaboration between two institutions of higher education that led to creation of a study abroad course on international perspectives in distance education and involvement in a conference on technology-enhanced learning attended by faculty, doctoral students, and post-doctoral students in special education.</p> <p>Presenter(s): Constance Baird & Belva Collins Strand: Technology</p>	<p>Engaging the Champions on your Campus to Support Quality Transition Planning</p> <p>Think out of the box and be fearless! Invite the lunch lady, facilities guy and IT dude to your next IEP meeting! Here is a way to engage new, exciting people in the journey of students toward life after graduation. These champions will bring new energy to your transition program!</p> <p>Presenter: Janet Holt Strand: Transition</p>
<i>Canyon C</i>	<i>Pima</i>
<p>Moving Your Numbers: Improving District-wide Learning for All Students and Adults</p> <p>Through the work of the national <i>Moving Your Numbers</i> project, examine how districts with vastly different demographics and cultural contexts increase the performance of <i>all</i> students, including at-risk learners, by focusing their collective efforts on improving instructional practice, and using assessment and accountability as levers for system learning and improvement.</p> <p>Presenter(s): Deborah Telfer & Aimee Howley Strand: Collaborative Education Models</p>	<p>Serving Special Needs Children in Rural Alaska Presents Unique Challenges</p> <p>A Multi-year Part C Pilot Study projects an increased need for specialized services for children across the region. In response, the State of Alaska is developing innovative methods to address the complex early childhood special education needs in remote locations.</p> <p>Presenter(s): Sharon Bohjanen Strand: Collaboration</p>
<i>Conference Room 223</i>	<i>Conference Room 224</i>
<p>Partnerships with Family Members to Meet the Needs of their Children</p> <p>This presentation will describe strategies to work with families of young children with disabilities. The role of professionals as well as the role of families will be discussed. Families with diverse backgrounds will be included. Critical elements of partnerships will be described and participants will have opportunities to share experiences.</p> <p>Presenter(s): Linda Flynn & Maria Ruiz Strand: Parents and Families</p>	<p>Defining Non-Negotiables for Serving Students with Intellectual Disabilities in Rural Settings</p> <p>In this session, the presenters will propose five non-negotiables to guide program development for students with intellectual disability: (a) the provision of a safe and inclusive environment, (b) an instructional focus on communicative competence, (c) instruction across a broad and age-appropriate curriculum, (d) the intensive delivery of explicit and systematic instruction and (e) the ongoing evaluation of practice. In addition, they will discuss how each nonnegotiable is impact by rural contexts.</p> <p>Presenter(s): Robert Pennington & Melinda Ault Strand: Other</p>

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

THURSDAY, MARCH 20, 2014
CONCURRENT SESSIONS 4
2:45 pm – 3:35 pm

Sabino	Canyon A
<p>Outcomes from an International Partnership in Distance Education</p> <p>The presentation will feature faculty, doctoral students, and post-doctoral students in special education across three institutions of higher education (IHE) involved in an international collaboration that included a study abroad course on international perspectives in distance education and a conference on international perspectives on technology-enhanced learning. Participants will share outcomes of course projects: (a) reflections on the international experience and exposure to international models of distance education and (b) research conducted on models of distance education in other countries that include Australia, Brazil, China, and India as well as the U.S.. Speakers will offer examples of international trends in distance education such as massive open online courses (MOOCs) and mobile technologies.</p> <p>Presenter(s): Belva Collins & Constance Baird Strand: Technology</p>	<p>Legitimate Peripheral Participation: Bringing Paraeducators into the Partnership</p> <p>Paraeducators have long been members of the school community (more so than teachers recruited into rural areas) and yet are under trained. Lave and Wenger in <i>Situated Learning: Legitimate Peripheral Participation</i> discuss the importance of the learning context– that learning is a social process. Here we discuss effective, inexpensive training.</p> <p>Presenter(s): Betty Ashbaker Strand: Inservice</p>
Canyon C	Pima
<p>Professional Supports for Medically Fragile Students</p> <p>What supports can teachers and school districts access for students with a wide array of medically fragile needs. This presentation will discuss existing and future federal and state programs available as well as what other countries are doing to help these populations.</p> <p>Presenter(s): Roy Thurston & Britt Ferguson Strand: Other</p>	<p>What Skills and Knowledge Do School Administrators Value in New Special Educators?</p> <p>School administrators are often charged with hiring, evaluating, and supporting new special educators but often have little background in specific knowledge and skills required for effective special education instruction. Based on interview data, we examine skills administrators desire in their new hires and how those skills correspond with CEC standards.</p> <p>Presenter(s): Trish Steinbrecher & Loretta Serna Strand: Impacting Governmental Policy</p>
Conference Room 223	Conference Room 224
<p>Utilizing the Inverted Classroom With Undergraduate And Graduate Students In A Teacher Education Program</p> <p>This student involved the inverted classroom model for instruction in undergraduate and graduate classrooms, traditional and online classrooms, and courses in special education and general education. This presentation is a follow up to <i>Teaching Diverse Learners Online: Flipped Courses and Other Strategies</i>, presented at the 2013 ACRES conference.</p> <p>Presenter(s): Lisa Allen, Deborah Schumacher, & Deborah Spalding Strand: Preservice</p>	<p>Facilitating Parent Involvement and Collaboration through Homework Assistance</p> <p>Research on rural special education documents the lack of resources and services and lack of parental involvement when it comes to providing services to students with disabilities This presentation highlights strategies that parents can use at home to assist with homework completion across grade levels and academic content areas.</p> <p>Presenter (s): Allison Jones, Terri Collins, & Amy Moody Strand: Parents and Families</p>

Thanks to This Year's Conference Sponsors!

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

HANDS in Autism® Interdisciplinary Training & Resources Center, Indianapolis, IN
West Virginia University College of Education and Human Services

THURSDAY, MARCH 20, 2014
CONCURRENT SESSIONS 5
3:45 pm – 4:45 pm

Sabino	Canyon A
<p>Multimedia Technology and Instructional Strategies to Improve Writing Skills: POWER Assisted Writing for Science (PAWS)</p> <p>The POWER Assisted Writing for Science project (PAWS) integrates multimedia technologies and instructional strategies to support the acquisition of science content knowledge and literacy skills. We will describe how the project has been used in rural schools in Hawaii and provide curriculum resources and step-by-step directions for teachers to use.</p> <p>Presenter(s): Caryl Hitchcock & Kavita Rao Strand: Other</p>	<p>Individualized Instructional Models used in Clinical Settings</p> <p>In this session, The Assessment, Planning, Instruction, Evaluation and Reflection model will be discussed in the preparation of teacher candidates. A clinical setting is used to develop, implement and deliver individualized instruction in reading, math, and written expression for struggling learners in a rural community.</p> <p>Presenter(s): Rachael Waller & Rosemarie Dugi Preservice</p>
Canyon C	Pima
<p>A Better Life: Customized Employment Opportunities for Rural High School Students with Severe Disabilities</p> <p>This presentation presents one rural special education teacher's efforts to provide her students with an opportunity for competitive community employment through a customized employment model in the form of an After School Work Camp. Implications for replicating this camp or embedding it within the school curriculum are discussed.</p> <p>Presenter(s): Leslie Molina & MaryAnn Demchak Strand: Transition</p>	<p>Making "CENTS" of the School Based Medicaid Reimbursement Program</p> <p>Not all School Districts participate in the School Medicaid program. They may be missing a substantial revenue stream – even if they are a small or rural district. The presenters will share a practical approach and explanation of the program, clarifying the documentation and claiming components, including the Parental Consent process.</p> <p>Presenter(s): Nancy Delecki Strand: Other</p>
Conference Room 223	Conference Room 224
<p>Children Such as These: Daily Challenges of a Child With Physical and Health Impairments</p> <p>This session shares the results of a study involving the identification, intervention, and direct instruction in distinct social skill areas in four children (6-11) with physical and health impairments in an urban elementary classroom using video self-modeling, formal and informal instructional materials, and other resources (multimedia presentation).</p> <p>Presenter(s): Peter Kopriva & Sijmontje Renema-Kopriva Strand: Other</p>	<p>Clinical Based "Connections:" The benefits of connecting students with low incidence disabilities into university settings</p> <p>Asbury University is a facilitator of the "Jessamine Connection" program which transitions students with disabilities into the university setting. Results from a round table discussion with parents, public school administrators and university students will highlight the benefits and challenges of educating students with low incidence disabilities within the university setting.</p> <p>Presenter(s): Channon Horn & Mark Butler Strand: Preservice & Transition</p>

Town Hall Meeting

5:00 pm – 5:30 pm
Madera Room

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

New Comers / Old Timers Reception

5:30 pm – 7:00 pm
Madera Room

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 21, 2014	
Registration / Information	Foyer, 7:30 am – 12:00 pm
Breakfast	Madera, 7:30 am – 8:15 am
Silent Auction	Canyon B, 8:30 am – 11:45 am
CONCURRENT SESSIONS 6 8:30 am – 9:20 am	
<i>Sabino</i>	<i>Ventana</i>
<p>Parents as Leaders in their Childs Education</p> <p>This presentation will focus on the partnership between the Special Education Teacher and the Parents to develop and carry out the best plan of Education for the Special Education Student. Research shows that parents are a valued member of the IEP Team; however, iftrained to be Leaders in their child’s education, parents have proven to be not only advocates for their child’s education but also a great resource for the Special Education Teacher, Occupational Therapist, Physical Therapist, and Speech Therapist in implementing research based interventions.</p> <p>Presenter(s): Myrlice Hooper & Buddy Hooper Strand: Parents and Families</p>	<p>Using SODA in a Small Group Setting with Elementary Students with Autism Spectrum Disorders</p> <p>The SODA strategy, a social-behavioral learning strategy, can be used in a small group setting, rather than 1:1 only, in order to be more time-efficient for busy teachers. Students were taught SODA using common difficult social situations, and we required extension activities and use of video and other materials.</p> <p>Presenter: Karen Hurlbutt-Eastman Strand: Inservice</p>
<i>Canyon A</i>	<i>Canyon C</i>
<p>Lesson Learned: RTI Implementation in Rural Schools</p> <p>Rural schools face unique challenges in implementing RTI. This presentation shares lessons learned from an evaluation of RTI implementation in rural schools across one state. The presentation will address commonly identified challenges such as scheduling, intervention delivery, staffing, and resources. Recommendations for addressing these and other challenges will be provided.</p> <p>Presenter: Tessie Rose Bailey Strand: Collaborative Education Models</p>	<p>Critical Practices in Identifying Learning Disabilities in an RTI framework: Improving Consistency in Rural Districts</p> <p>Results of two nationwide studies indicated inconsistency across states and their districts in relation to many critical elements of RTI. Given these results, a checklist will be proposed to improve consistency in RTI implementation and assessment practices to ultimately help rural school districts more accurately identify students with learning disabilities.</p> <p>Presenter: Tina Hudson Strand: At-Risk</p>
<i>Conference Room 223</i>	<i>Conference Room 224</i>
<p>Developing a Consistent Lesson Plan in a Rural Teacher Education Program</p> <p>Upon the recommendation of rural school districts, faculty and staff at the State University of New York (SUNY) at Fredonia developed a consistent lesson plan format within all four of its undergraduate field experience courses for a developmental sequence for teacher candidates to follow in planning.</p> <p>Presenters: Kathleen Magiera & Laura Geraci Strand: Collaborative Education Models & Preservice</p>	<p>The Answer to your Prayers: A Rural Administrator and Technology in the 21st Century</p> <p>Presenter(s): Wanda Wade Strand:</p>

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.

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

**FRIDAY, MARCH 21, 2014
CONCURRENT SESSIONS 7
9:30 am – 10:20 am**

<i>Sabino</i>	<i>Ventana</i>
<p>Teacher Collaboration to Assist Special Learners in a Kentucky Mennonite Community</p> <p>Pre-service special education teachers collaborated with Mennonite teachers to create culturally responsive educational materials to meet the needs of special learners in a rural Kentucky Mennonite community. Methodology, materials and outcomes of this endeavor for teachers, families and children will be shared.</p> <p>Presenter(s): J. Dusteen Knotts, Molly McNamar, Richelle Woodrome, Chesley Craine, & Emily Glass Strand: Multicultural</p>	<p>Triple D's of IEP Goals: Document, Deliver, Distribute</p> <p>In this session participants will be shown a matrix system that addresses IEP goals in the student's daily schedule. The ability to accurately document, deliver and distribute information regarding the implementation of student's IEP goals.</p> <p>Presenter(s): Rosemarie Dugi Strand: Inservice</p>
<i>Canyon A</i>	<i>Canyon C</i>
<p>Rural Partnerships in Teacher Preparation: The Development of a Reading Clinic to add Consistency in Fieldwork Instructional Experiences</p> <p>This presentation describes development and practical application of a Reading Clinic to add consistency in fieldwork (clinically-based) instructional experiences, and to enhance the teaching performance outcomes of pre-service teachers. The clinic, a partnership with four public schools, provides a controlled learning experience for pre-service Special Education teachers and supports elementary students who are struggling in reading.</p> <p>Presenter(s): David Ellerd Strand: Preservice</p>	<p>Implementing a Curriculum Framework to Support Inclusive Education in Preschool/Primary Classrooms in Rural Texas</p> <p>The purpose of this presentation is to describe the journey of one rural school district in Texas as they created a model for creating inclusive education programs in preschool through primary (i.e., 3rd grade) classrooms. The curriculum framework they used to support the inclusive education initiative will be described, as well as the opportunities and challenges of implementing an inclusive education program in a rural school district.</p> <p>Presenter(s): Jennifer Grisham-Brown, Lynn Sullivan, & Kristi Rhone Strand: Collaborative Education Models</p>
<i>Conference 223</i>	<i>Conference 224</i>
<p>A View of a Rural School and Successful SWPBIS Implementation</p> <p>This presentation will provide a brief overview of Camp PBIS - a week-long training designed to prepare a team of approximately five representative members of each participating school/district to identify behavioral expectations and to create a plan for implementation that suit the needs of their school/district. In addition, ongoing guidance in the form of on-site coaching during the school year was provided to each participating team.</p> <p>Presenter(s): Laura Geraci & Carrie Fitzgerald Strand: Collaborative Education Models</p>	<p>Partnering with Mentors for College Success: Questions that Students with Disabilities Should Know</p> <p>In this session professionals from both general and special education will learn how to assist students with disabilities who are transitioning to college utilize mentors. The utilization of mentors by students with disabilities at institutions of higher education has shown increased retention as well as grade point averages.</p> <p>Presenter(s): Ann Richards Strand: Transition</p>
<p>MID-MORNING BREAK 10:20 am – 10:30 am Foyer</p>	

Publishing 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>.

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

General Session and Panel Presentation

10:30 am – 11:45 am

Pima Room

Darold H. Joseph, University of Arizona (moderator)

Christopher Margeson, Northern Arizona University, Melissa Rhodes, Licensed Clinical Social Worker

Anslem Yazzie, Nationally Certified School Psychologist

“Considerations for Culturally Responsive Transition Planning:

Practitioner Experiences with Rural American Indian Communities in Northern Arizona”

Recognition Lunch

12:00 pm – 1:30 pm

Madera Room

Recognition of Outgoing and Incoming Board Members– Buddy Hooper, ACRES Chair

Presentation of ACRES Awards and Scholarships – Kim Floyd, ACRES Treasurer

Silent Auction Report – Ann Berry, ACRES Board Member

More About the ACRES Awards

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

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 Research Proposal 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.

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.

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>.

Congratulations to ACRES New Board Members and Officers!

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

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

FRIDAY, MARCH 21, 2014
ROUNDTABLE DISCUSSIONS
Pima Room
1:45 pm – 3:15 pm

- Mano en Mano: Developing Partnerships between Immigrant Families and Special Education Services
 - Santiago Morales
- Academic Leadership: Challenges, Strategies, & Rewards
 - Kevin Miller
- Going Online! Meeting the Needs of ALL Stakeholders When Creating an Online Certification Program
 - Cathy Galyon-Keramidas
- Transition: Disclosure Choices
 - Teresa Montano & Mimi Reyes

RESEARCH/EVALUATION SESSION 1
1:45 pm – 2:20 pm

<i>Sabino</i>	<i>Ventana</i>
<p>Virtual Learning From Families' Stories: A Transformational Experience for Teachers</p> <p>Effective communication between parents and educators promotes parent involvement, collaboration, and student success. This presentation involves virtual curriculum designed around a website of 14 videos of parents with children with disabilities sharing their family stories, which provides pre-service educators an opportunity to develop empathy, communication skills, and encourages home-school partnership.</p> <p>Presenter(s): Margo Collier Strand: Collaborative Education Models, Parents & Families</p>	<p>Mother/Infant Home Visitation Programs in West Virginia: Understanding the Individualized Needs of Rural Families</p> <p>The on-going results of a qualitative research study in rural West Virginia will be explored. A discussion of how the understanding of cultural/regional variables can influence the outcomes of home visits for the mothers and families will be discussed.</p> <p>Presenter(s): Debra Lockwood & Robert Angel Strand: Early Childhood</p>
<i>Canyon A</i>	<i>Canyon C</i>
<p>Thoughts and Use Patterns of Bibliotherapeutic Techniques in Special Education</p> <p>Teachers and university faculty in special education teacher were surveyed regarding their use of bibliotherapeutic techniques in special education. Results indicate that many are not familiar with bibliotherapeutic techniques. Most who used them thought they were useful for addressing behavior issues. A comparison of rural vs. overall responses is provided.</p> <p>Presenter(s): Britt Tatman Ferguson Strand: Inservice</p>	<p>Discussions in an Electronic Mentoring Site: Comparing What Special Educators Said to Teaching Standards</p> <p>This session will share the findings from a study utilizing transcripts of conversations occurring between novice special educators and their mentors in an electronic mentoring site. This study examined the content of electronic mentoring interactions in relationship to the Interstate Teacher Assessment and Support Continuum standards.</p> <p>Presenter(s): Roberta Gentry Strand: Technology</p>
<i>Conference Room 223</i>	<i>Conference Room 224</i>
<p>Going to School with a Backpack Full of Pain: Special Education and Bullying</p> <p>Special needs children are extremely vulnerable to acts of bullying behavior in schools. Often they become targets simply because they are different or act differently. These children often suffer from poor self-esteem issues so they do not report, recognize or comprehend that they are the targets of bullying. Special and regular education teachers (pre-service) play pivotal roles in educating not only themselves but also their classrooms about what bullying is and types of bullying behavior. This presentation discusses what bullying is, types of bullying behavior and what teachers must know to educate their students.</p> <p>Presenter(s): Irasema Padilla Strand: Preservice</p>	<p>Are Rural High Schools Accountable for SPED Programs Under No Child Left Behind: Have We Made Any Progress?</p> <p>Presenter(s): George Hill Strand:</p>

FRIDAY, MARCH 21, 2014
RESEARCH/EVALUATION SESSION 2
2:25 pm – 3:00 pm

Sabino	Ventana
<p>Issues Inherent in Value-added Modeling for Special Education</p> <p>States are increasingly using value-added modeling to evaluate teacher effectiveness. We consider the potential difficulties that arise due to individualized needs and characteristics of students with disabilities; the context of special education services delivery; and aspects of VAM that have a differential impact on the value-added scores of special educators.</p> <p>Presenter(s): Trish Steinbrecher Strand: Impacting Governmental Policy</p>	<p>Collaborative Culture in Education</p> <p>Through collaboration, universities may help alleviate some of the barriers families who have children with exceptional needs face when searching for community and recreational opportunities, while creating an opportunity for pre-service teachers and other related service fields to gain experience working with exceptional learners.</p> <p>Presenter(s): Jennifer Suppo & Tamara Swank Strand: Preservice</p>
Canyon A	Canyon C
<p>The Impact of the Military Deployment Cycle on Young Children</p> <p>Our country's military involvement around the globe has resulted in changes of deployment patterns for military personnel and their families. The purpose of this qualitative study is to assess the effects of the deployment cycle on the social, emotional and cognitive development of young children, with and without disabilities.</p> <p>Presenter(s): Holly Rice & Dana Hilbert Strand: Early Childhood</p>	<p>Using Electronic Mentoring to Support New Special Educators</p> <p>Despite increased levels of mentoring for beginning special education teachers, attrition rates remain high. In this session, research on face-to-face mentoring will be presented as well as research on electronic mentoring which holds considerable promise for addressing the needs of special educators.</p> <p>Presenter(s): Roberta Gentry Strand: Inservice</p>
Conference Room 223	Conference Room 224
<p>Special Educator Preparation in Autism Spectrum Disorders: Graduate Follow-Up System Initiative, Design and Implementation</p> <p>Session presents results of a post-graduation study conducted to measure the teacher effectiveness of 20 graduates who earned Master's Degrees in Exceptional Student Education with a focus in Autism Spectrum Disorders. The mixed methods design included surveys, interviews, and observations specifically tailored to evaluate special educators serving students with ASD.</p> <p>Presenter(s): Trey Vasquez & Matt Marino Strand: Technology</p>	<p>PLEASE COLLECT ALL SILENT AUCTION ITEMS BY 3:00 PM TODAY</p>

POSTER SESSIONS
Pima Room
2:45 pm – 4:00 pm

- Wrap Around Services for Rural Families of Students At-Risk for Emotional and Behavioral Disorder
 - Denise Whitford
- English Language Learners With Learning Disabilities And The Language In Mathematics: Inclusive Instruction To Support The Acquisition Of Both Languages
 - Wilhelmina van Dijk
- Intrusiveness Of Behavioral Treatments For Children With Visual Impairment
 - Michael Mayton, Cathy Keramidas, & Anthony L. Menendez
- Improvement of Co-teaching Models for Mainstreaming
 - Bill Thornton
- Supporting Self-Reflection at a Distance
 - Kim Floyd

FRIDAY, MARCH 21, 2014
AFTERNOON BREAK
Pima Room
3: 45 pm – 4:00 pm

CONCURRENT SESSIONS 8
3:05 pm – 4:00 pm

<i>Sabino</i>	<i>Ventana</i>
<p>Integrating TeachLivE™ to Prepare Pre-service Teachers for Rural & Urban Schools</p> <p>This session will provide an overview, panel presentation, and discussion of the process of integrating TeachLivE™ into one special education university program to improve pre-service teacher experiential learning opportunities and develop partnerships with nearby rural and urban school districts.</p> <p>Presenter(s): Heather Haynes-Smith, Jane Pemberton, Kathleen Kyzar Strand: Preservice</p>	<p>Improving Educational Programs for Students with Autism in Rural Schools: The Montana Autism Education Project</p> <p>Montana is a very large, mostly rural state. MAEP provides workshops, consultations and online training to improve programming for students with ASD, educators and families. Efforts to assist rural schools and communities were well-received. Learn what has and has not been effective in the project.</p> <p>Presenter(s): Doug Doty & Cheryl A. Young-Pelton Strand: Inservice</p>
<i>Canyon A</i>	<i>Canyon C</i>
<p>Theoretical Relationship and Educational Implications of Oral Language to Subgroups of Reading and Writing Disabilities</p> <p>This session will introduce a theoretical framework that synchronizes the Simple View of Reading and Writing models and its instructional implications on various types of reading and writing disabilities.</p> <p>Presenter(s): Sung Hee Lee Strand:</p>	<p>Using Digital Tools to Enhance Instruction and Promote Reflection in Asynchronous Online Courses</p> <p>This session is a brief overview of our program and use of digital tools such as VoiceThread, Blogger, and Google Hangouts in online courses, followed by detailed information about how we use the tools to enhance student access to course content, promote student reflection, and increase collaboration. The presenters will provide examples of student work samples and share persistent challenges of using these tools in online courses.</p> <p>Presenter(s): Julie Reneau & Gwen Jones Strand: Technology</p>
<i>Conference Room 223</i>	<i>Conference Room 224</i>
<p>RTI Partnerships: Special Educators and Administrators</p> <p>Special educators must adapt to a changing job description and collaborate effectively with many stakeholders involved in the Response to Intervention (RTI) Model utilized to identify and provide services to students with special needs. To create a productive working environment leading to student success, special educators providing direct services must establish partnerships with administrators lacking training and experience.</p> <p>Presenter(s): Margaret Cramer & Dorea Bonneau Strand: Collaborative Education Models</p>	

FRIDAY EVENING FREE TO EXPLORE TUSCON!!!

SATURDAY, MARCH 22, 2014

Registration/Information

Foyer, 8:00 am – 10:00 am

Continental Breakfast

Madera, 7:30 am – 8:00 am

ACRES Post-Conference Open Board Meeting

8:00 am – 9:00 am

Ventana Room

**Everyone is welcome to attend. This meeting is not mandatory
but the Board would love to hear your ideas for ACRES.**

CONCURRENT SESSIONS 9

9:00 am – 9:50 am

Canyon A

Canyon B

Canyon C

Post -secondary Education: Does it Lead to Employment for People with Intellectual Disabilities?

This presentation will share the results of a program evaluation of a post secondary education program for students with intellectual disabilities. What are outcomes for students with intellectual disabilities who attend IHEs? Does their involvement in IHE lead to employment?

Presenter(s): **Susan Ryan**
Strand: Impacting Governmental Policy

Assistive Technology Service Delivery in Rural School Districts

The presenters will discuss the findings of a study that investigated assistive technology (AT) service delivery in 10 rural districts across 6 states. Districts reported students' use of AT across functional areas, student access to technology, district access to AT experts, and the service delivery models used.

Presenter(s): **Melinda Ault**
Strand: Technology

Addressing the Challenges of Consultation in Rural Settings. A Behavioral Perspective

Participants will learn and discuss the contingencies that affect consultation and implementation in rural education settings. Participants will leave this session with a new lens for viewing their practice and set of strategies for changing the behavior of educational professionals.

Presenter(s): **Robert Pennington**
Strand: Inservice

CONCURRENT SESSIONS 10

10:00 am – 10:50 am

Canyon A

Canyon B

Canyon C

The Ecological Model Approach to Special Education Teacher Training on the Navajo Nation

This session will focus on how the ecological model was applied to Navajo student teachers in the LIBERATE distance education program, the challenges and successes of this model, and how it is effecting positive change for students from culturally and linguistically diverse backgrounds with significant cognitive and physical disabilities.

Presenter(s): **Ryan Walker & Matt Jameson**
Strand: Preservice

Staying Connected! Promoting Citizenship and Social Skills Using Digital Social Stories for Play, Friendships, Learning

Speakers will discuss development and implementation of Social Stories for young children, especially those attending rural early childhood inclusive settings. Participants will have opportunities to engage in activities to practice social story development, review sample stories, and identify further resources using iPads for promoting citizenship and social skills.

Presenter(s): **Kathleen Harris**
Strand: Early Childhood

Facilitating Comprehension for Rural Readers through Personalized Place Based Connections

Rural students possess a specialized knowledge of communities and surrounding geographic spaces, called *place based knowledge*. In this presentation, educators will learn techniques to build text comprehension by utilizing place based knowledge to build strong personal connections to text. This approach can also lead to greater appreciation of localized spaces.

Presenter(s): **Rachael Waller**
Strand: Inservice

CONCURRENT SESSIONS 11

11:00 am – 11:50 am

Canyon A

Canyon B

Canyon C

Painless Differentiated Instruction and Response to Intervention

Presenter(s): **Daniel Cylathia**

Implementing UDL in Online Courses to Train Educators to Serve Rural Children with Sensory Disabilities

Presenter(s): **Roseanna Davidson**

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>.

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.

Get Ready for Next Year's Conference!

The 2015 ACRES Conference is planned for mid-March in New Orleans, Louisiana. This dynamic deep south city is a place of historical significance, cultural complexity, and exciting entertainment. Let the good times roll! The Call for Proposals submission process will open on May 1 and close on October 1, with notifications to follow as soon as possible. More information about next year's conference will be posted soon at <http://acres-sped.org/conference>.

Can YOU Host an ACRES Conference?

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

CONFERENCE NOTES