



ACRES

American Council on Rural Special Education

36th ANNUAL NATIONAL CONFERENCE

*City Meets Country: Educators Working
to Solve the Challenges of Special Education*



March 8-11, 2017

Crowne Plaza Resort Asheville

Asheville, North Carolina

Welcome to the ACRES 36th ANNUAL NATIONAL CONFERENCE

City Meets Country: Educators Working to Solve the Challenges of Special Education

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 **in rural special education for inservice and pre-service educators, administrators, related service providers, parents, and policy-makers**. We hope your conference experience is enjoyable and productive.



Conference Program Chairs

Pamela J. Mims

Cathy Galyon

East Tennessee State University

Conference Proceedings Editor & Co-Editor

Carla Brigandi & Myriah Miller, West Virginia University

Conference Host

West Virginia University



National Headquarters Personnel

Kim Floyd, Headquarters Co-Coordinator

Michael R. Mayton, Headquarters Co-Coordinator

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

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

ACRES OFFICERS 2016-2017

CHAIR Matt Jameson (17) University of Utah	CHAIR ELECT Melinda Jones Ault (17) University of Kentucky	PAST CHAIR Ginevra Courtade (17) University of Louisville
SECRETARY Jennifer Suppo (17) Seton Hill University	TREASURER Kevin Miller (17) Buffalo State College	HISTORIAN Ann Berry (17) Plymouth State University
APPRENTICE HISTORIAN Kathleen Magiera (17) SUNY Fredonia	CONSULTING HISTORIAN Melinda Jones Ault (17) University of Kentucky	

ACRES NATIONAL HEADQUARTERS AT WVU

<i>Headquarters Coordinators</i> Kim Floyd (18, ex officio) Michael R. Mayton (18, ex officio)	<i>Staff Support</i> Donna Staggs	<i>Accounting Support</i> Mary Higgins
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EDITORS: *Rural Special Education Quarterly*

<i>RSEQ Executive Editor</i> Belva Collins (18, ex officio) University of Kentucky	<i>RSEQ Managing Editor</i> Tina Hudson East Tennessee State University	<i>RSEQ Incoming Executive Editor</i> Ginevra Courtade University of Louisville
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ACRES BOARD OF DIRECTORS 2016-2017

Melinda Jones Ault (17) University of Kentucky	Dorea Bonneau (19) UNC Pembroke	Mark Butler (18) Asbury University
Kim Floyd (17) West Virginia University	Karen Hager Martinez (17) Utah State University	Tina Hudson (17) East Tennessee State University
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Susan Schultz (18) St. John Fisher College	David Stockford (19) Funfair-4	Jennifer Suppo (18) Seton Hill University
Eleazar (Trey) Vasquez III (18) University of Central Florida		

ACRES COMMITTEES 2016-2017

<ul style="list-style-type: none"> ♣ Awards/Scholarships: Tina Hudson, Kim Floyd, Cathy Galyon ♣ Conference Planning: Kim Floyd, Michael Mayton, Pam Mims, Cathy Galyon ♣ Editorial Board Liaison: Tina Hudson ♣ Financial Oversight: Kim Floyd, Michael Mayton, Kevin Miller ♣ Governmental Relations: Harvey Rude, Matt Jameson ♣ Membership: Susan Schultz ♣ Nominations and Elections: Melinda Ault ♣ Historians: Ann Berry, Melinda Ault, Brit Ferguson ♣ Partnerships/Marketing: Trey Vasquez, Kevin Miller ♣ Silent Auction: Kim Floyd, Cathy Galyon

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 in need of 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 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.

2017 ACRES Conference Schedule At-a-Glance

WEDNESDAY, MARCH 8, 2017	
1:00 pm – 5:00 pm: Conference Check-In & Registration	Laurel Registration Desk
1:30 pm – 3:00 pm: Field Trip to Downtown Asheville [includes a small transportation fee, or drive yourself for free]	Meet in Lobby
4:30 pm – 6:00 pm: Pre-Conference Workshop [included in registration fee!]: <i>Every Student Succeeds Act: Challenges & Opportunities for Rural Educators</i>	Mt. Mitchell / Mt. Roan
6:00 pm – 8:00 pm: Board of Directors Meeting	Meet in Lobby
THURSDAY, MARCH 9, 2017	
7:30 am – 5:00 pm: Conference Check-In & Registration	Laurel Registration Desk
7:30 am – 8:30 am: Continental Breakfast	Biltmore Foyer
8:00 am – 4:00 pm: Exhibitors	Next to Registration Desk
9:30 am – 5:00 pm: Silent Auction	Mt. Mitchell / Mt. Roan
Opening Session & Keynote Address 8:15 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 & Awards Presentations 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 10, 2017	
7:30 am – 5:00 pm: Conference Check-In & Registration	Laurel Registration Desk
7:30 am – 8:15 am: Continental Breakfast	Biltmore Foyer
7:30 am – 8:15 am: RSEQ Editorial Board Meeting	Overlook Room
8:00 am – 4:00 pm: Exhibitors	Next to Registration Desk
8:30 am – 11:45 am: Silent Auction	Mt. Mitchell / Mt. Roan
Concurrent Session Six 8:15 am - 9:05 am	
Concurrent Session Seven 9:15 am - 10:05 am	
Concurrent Session Eight 10:15 am pm – 11:05 am	
Concurrent Session Nine 11:15 am – 12:05 pm	
Recognition Lunch & Close of Silent Auction 12:30 pm - 1:45 pm	
Concurrent Session Ten 2:00 pm – 2:50pm	
Ice Cream Social & Poster Sessions 2:30 pm - 4:30 pm	
SATURDAY, MARCH 11, 2017	
7:30 am – 10:30 am: Conference Check-In & Registration	Laurel Registration Desk
7:30 am – 8:00 am: Continental Breakfast	Biltmore Foyer
ACRES Post-Conference Board Meeting 8:00 am – 9:00 am	
Concurrent Session Eleven 8:00 am – 8:50 am	
Concurrent Session Twelve 9:00 am – 9:50 am	
Concurrent Session Thirteen 10:00 am – 10:50 am	
Concurrent Session Fourteen 11:00 am – 11:50 am	

2017 ACRES Conference Special Events

Silent Auction

*Wednesday, 9:30 am - 5:00 pm / Thursday, 9:30 am - 5:00 pm / Friday, 8:30 am – 11:45 am
Mt. Mitchell / Mt. Roan Rooms*

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

Exhibitors

*Thursday, 8:00 am - 4:00 pm / Friday, 8:00 am – 4:00 pm / Saturday, 8:00 am – 11:50 am
Foyer beside the Laurel Registration Desk*

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

Town Hall Meeting

Thursday, 5:00 - 5:30 pm

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

New Comers / Old Timers Reception

Thursday, 5:30 - 7:00 pm

**New-comers to ACRES are invited to join the ACRES Old Timers to mingle and socialize.
Light appetizers and special entertainment provided.**

2017 ACRES Conference Keynote Speakers



THURSDAY, MARCH 9

Opening General Session: 8:15 a.m. – 9:30 a.m.
Mt. Mitchell / Mt. Roan Rooms

Keynote Address:

***Are Envable Lives Possible for
Individuals with Disabilities Across the
Lifespan? Yes!***

Drs. Ann & Rud Turnbull

Distinguished Professors Emeriti: University of Kansas

Dr. Ann Turnbull

Dr. Ann Turnbull has been a professor, researcher, and advocate for individuals with disabilities, their families, and service providers for four decades. She is a Distinguished Professor Emerita at the University of Kansas which has the number one ranked doctoral program in special education. She has authored 32 books and over 275 articles and chapters. In 1999, Ann and her husband, Rud, were selected by the National Historic Preservation Trust on Developmental Disabilities as two of 36 individuals who have “changed the course of history for individuals with intellectual and developmental disabilities in the 20th Century.” Her greatest learning has come from her son, Jay Turnbull (1967-2009), who she has always called her “best professor” about the needs of individuals with significant disabilities over the lifespan.

Dr. Rud Turnbull

Rud Turnbull is Co-founder of the Beach Center on Disability at the University of Kansas. He is an Emeritus Distinguished Professor in special education and was Courtesy Professor of Law. His research, including approximately 275 publications addressing nearly 20 issues of disability policy, has qualified him to be an expert witness before Congressional committees and draftsman of state and federal statutes/regulations. He has served as Chairman of the Board of Trustees of the Bazelon Center for Mental Health Law; President, American Association on Intellectual and Developmental Disability; and Chairman, American Bar Association Commission on Disability Law. He was recognized by the National Historic Preservation on Trust on Developmental Disabilities as one of 36 people who “changed the course of history for individuals with intellectual and developmental disabilities in the 20th Century.” As the parent of a son with significant disabilities, he has been a relentless advocate for dignity in the lives of people with disabilities.

2017 ACRES Conference Full Schedule

THURSDAY, MARCH 9, 2017	
7:30 am – 5:00 pm: Conference Check-In & Registration	Laurel Registration Desk
7:30 am - 8:30 am: Continental Breakfast	Biltmore Foyer
9:30 am – 5:00 pm: Silent Auction	Mt. Mitchell / Mt. Roan
<p>Opening Session and Keynote Address 8:15 am – 9:30 am Mt. Mitchell / Mt. Roan</p> <p style="text-align: center;">Welcome: Matt Jameson, Board Chair Overview of Conference: Cathy Galyon, Conference Co-Chair Introduction of Keynote Speakers: Pamela Mims, Conference Co-Chair</p> <p style="text-align: center;">Keynote Speakers: Drs. Ann & Rud Turnbull, Distinguished Professors Emeriti <i>Are Enviably Lives Possible for Individuals with Disabilities Across the Lifespan? Yes!</i></p> <p style="text-align: center;">[Morning Break: 9:30 am – 10:00 am in the Biltmore Foyer]</p>	
<p>CONCURRENT SESSION ONE 10:00 am – 10:50 am</p>	
<u>BLUE RIDGE</u>	
<p><i>Rural Meets Urban: Advanced Placement Rural High School Students Supporting Urban Dual Language Learners</i> Susan Schultz</p> <p>The project presented facilitated language development for urban students from low socioeconomic backgrounds, who are learning both Spanish and English at home. Children who are simultaneously learning two languages are at risk for language and literacy deficits in both languages. Utilizing Advanced Placement rural students, materials were translated to support families.</p>	
<u>DOGWOOD</u>	
<p><i>Supporting (New) Rural Special Educators to Implement Rigorous Standards & Inclusions</i> Adrienne Stuckey, Charmion Rush, Karena Cooper-Duffy</p> <p>Early career special educators and experienced special educators transitioning to rural settings experience unique challenges in implementing inclusion with rigor in rural settings. Inclusive and special education faculty will report on case studies of mentorship partnerships supporting early career special educators and seasoned veterans as they adjust to rural teaching.</p>	
<u>FOXFIRE I</u>	
<p><i>Developing a Multi-Institutional, Collaborative Visual Impairment Licensure Program Focused on Rural Ohio's Needs</i> Douglas Sturgeon, Margaret Briley, Judith Monseur</p> <p>In response to a critical shortage of teachers of students with low incidence sensory disabilities (i.e., visual impairments, hearing impairments, or deaf-blindness), Ohio (through the Ohio Deans Compact) has been incentivizing the development of innovative, collaborative teacher preparation programs. The first of these efforts will result in a multi-institution licensure program for teachers of students with visual impairment. Seven institutions from across Ohio worked with the Ohio Deans Compact to develop a teacher program that will be offered collaboratively among all partner institutions to meet the needs of all of Ohio, especially the rural areas within the Appalachian region of the state.</p>	
<u>FOXFIRE II</u>	
<p><i>Preparing Special Education Personnel for Advocacy Roles</i> Bill Wienke, Harvey Rude</p> <p>Presenters will provide a description of established strategies that contribute to the preparation of special education personnel to serve in roles as advocates to impact policy development as well as application. The critical need for advocates as well as typical target areas for advocacy will be addressed.</p>	
<u>MAGNOLIA</u>	
<p><i>Raising the Bar on Teacher Preparation: Validating the Preservice Observation Instrument for Special Education</i> Daisy Pua, David Peyton</p> <p>Valid observation assessments are vital to teacher preparation. When aligned with best practices, such instruments can help us to evaluate preservice teachers on their progress towards instructional effectiveness. This presentation describes the development and initial validation process of a Preservice Observation Instrument for Special Education (POISE).</p>	

THURSDAY, MARCH 9, 2017
CONCURRENT SESSION TWO
11:00 am – 11:50 am

BLUE RIDGE

Using Murder Mystery Games to Teach Leadership and Problem-Solving Skills to Students with Disabilities

Karen Fries, Polly Haselden

Participants will work together to figure out a solution to a prepared murder-mystery scenario. Upon completing and revealing the answers, participants will identify leadership and problem-solving skills used to solve the scenario. Participants will discuss ways in which such skills could be taught and used with students with disabilities.

DOGWOOD

Evidence-Based Pins: How to Use Pinterest to Advocate for Evidence-Based Practices

Samantha Cleaver

This workshop will provide an overview of current research and guidelines for evidence-based practices and understanding of the research-to-practice gap. The online platform, Pinterest, will be explored as a way to access, organize, and share evidence-based practices, providing teachers with the opportunity to become leaders and advocates for evidence-based practice.

FOXFIRE I

An Evaluation of Remote Observation Cameras for Supervising Teacher Candidates

Melinda Ault, Margaret Bausch, Ginevra Courtade

This session will present findings of an evaluation of the use of remote observation cameras to observe teacher candidates in the classroom. Presenters will discuss the results of an independent evaluation that compared face-to-face with remote observation. Perspectives of the teachers who were observed and university faculty will be presented.

FOXFIRE II

Creating Enviable Lives through Group Action Planning

Ann Turnbull, Rud Turnbull

MAGNOLIA

Guide to Becoming More Involved with ACRES

Kim Floyd, Cathy Galyon

In this session, we will provide guidelines for becoming more involved in the ACRES organization. We will discuss how to combine your talents and passions to achieve greater involvement with the organization's many opportunities for professional growth and service.

Lunch & Awards Presentations

12:00 pm – 1:30 pm

Mt. Mitchell / Mt. Roan

Overview & Introduction of Awards: Matt Jameson, Board Chair

Eagle Award for Leadership presented by: Harvey Rude, Board Member

Program & Research Awards presented by: Tina Hudson, Awards Committee Chair

Article & Reviewer Awards presented by: Belva Collins, RSEQ Executive Editor

Congratulations to ACRES 2017 Award Recipients

Eagle Award: *(to be announced)*

Exemplary Program Award: Vocational Training & Transition Comprehensive Lifeskills II Program

Exemplary Program Award: Cross-Cultural Services Rural Meets Urban

Exemplary Program Award: IRIS Center

John W. Schuster Research Proposal of the Year Award: Leslie Molina, Doctoral candidate, University of Nevada Reno, Winnemucca, NV

Teacher Scholarship Award: Kaitlin Smith Ayers, Whitely County High School, Williamsburg, KY

Teacher Scholarship Award: Loni LeForce, Elgin Public Schools, Elgin, OK

RSEQ Research Article of the Year Award: Bree Jimenez, Pamela Mims, & Joshua Baker

RSEQ Reviewer of the Year Award: Susan Schultz

THURSDAY, MARCH 9, 2017
CONCURRENT SESSION THREE
1:45 pm – 2:35 pm

BLUE RIDGE

Promoting Career Readiness for At-Risk Adolescents Using the Employability Operating System

Megan Jones

The presenter will describe and discuss findings from a study using an intervention called the Employability Operating System (EOS). The EOS collects data on the employability of at-risk middle and high school students and uses the information to improve their career readiness skills.

DOGWOOD

Examining Demographics Differences Between Children with Emotional Disturbance in Rural, Suburban, & Urban Settings

Jessica Wery, Corey Pierce

Rural schools have unique challenges meeting the needs of students with emotional disturbance (ED), yet little empirical research exists. This study examined the specific characteristics and needs of rural students with ED as compared to those in urban and suburban settings. Implications for training, and intervention development are discussed.

FOXFIRE I

Legislature, Accreditation, & Rural Special Education Teacher Preparation: Discussing the Impact of CAEP, ESSA, & EdTPA

Mark Butler

Special Education teacher preparation has undergone changes in recent years with the introduction of CAEP Standards, the recently passed ESSA, and the expansion of EdTPA. In order to meet these challenges, preparers must remain attuned to the changing nature of the profession. This presentation will discuss and share insights from practice.

FOXFIRE II

Time Lost to Office Referrals and Disability Status, Behavior, & PBIS: Initial & Replication Studies

James Fox

Office Discipline Referrals (ODRs) are essential measure of evaluating school discipline programs. Presenters describe a survey of administrators, general and special education teachers in 8 rural districts of time lost to ODRs. Students with and without disabilities as well as schools with and without School-wide Positive Behavior Supports are compared.

MAGNOLIA

Targeting the Teacher Education Reform Process: Examining a Special Education Preservice Program Improvement Grant

David Peyton, Daisy Pua

The session will describe the challenges of executing a personnel preparation grant (325T) that emphasizes establishing collaborative partnerships between multiple education organizations. We use process evaluation methods (Rossi et al., 2004) to chronicle grant recipients' reform efforts from the initial proposal to execution of activities.

Thank You to ACRES Conference Exhibitors

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

DotCom Therapy
Speech Therapy Services
Ali Day-Walkman
ali@dotcomtherapy.com
<http://dotcomtherapy.com>

NC Council for Exceptional Children
Mabel Rivera, Charmion Rush
ncceconference@gmail.com
<http://community.cec.sped.org/nc/home>

Western Carolina University
Charmion Rush
cbrush@email.wcu.edu
<https://www.wcu.edu>

THURSDAY, MARCH 9, 2017
CONCURRENT SESSION FOUR
2:45 pm – 3:35 pm

BLUE RIDGE

The Effects of Different Camera Perspectives on Preservice Teachers' Written Reflections

Wilhelmina van Dijk

This study presents an analysis of self-reflections written by pre-service teachers after watching footage of two of their individual tutoring sessions recorded alternately using a traditional camera and a GoPro®, or vice versa.

DOGWOOD

Instruction for Developing Writers with and without Disabilities in Rural Schools across Five States

Justin Garwood

Presenters will disseminate information on a RCT of a professional development workshop with virtual consultation model for SRSD persuasive writing instruction in 16 rural schools. Participants will learn implications for conducting research in rural settings and how to promote positive outcomes for fifth and sixth grade teachers and students.

FOXFIRE I

< SESSION CANCELED > *Teacher Candidates Demonstrate Using Evidence-Based Practices for Students with Significant Disabilities in Rural Field Experiences*

Karen Diegelmann

Through a series of visual supports and first-hand explanations, participants will develop a more thorough understanding of how to access and modify curriculum for students with severe disabilities. Several examples of applied accommodations and modifications used to best suit every child's individual needs will be shared.

FOXFIRE II

Positive Behavior Supports Implementation in Schools for the Visually & Hearing-Impaired

Nathan Havens

Presenter will focus on the components of positive behavior supports (PBS) as they are implemented in highly specialized learning environments, designed to meet the needs of students who are visually and/or hearing impaired. Participants will learn how to implement PBS with these particular needs in mind.

MAGNOLIA

A Framework to Promote Postsecondary Outcomes for Culturally & Linguistically Diverse Students with Intellectual Disabilities

Pamela Mims, Ginevra Courtade

Research has long demonstrated the discrepancies that culturally and linguistically diverse (CLD) families and students with intellectual disability face within public schools as well as post-school outcomes. This presentation will highlight a culturally responsive framework that can prepare CLD families and their children to participate in postsecondary opportunities.

THURSDAY, MARCH 9, 2017
CONCURRENT SESSION FIVE
3:45 pm – 4:45 pm

BLUE RIDGE (Roundtable Sessions: 2 concurrent)

Cultural & Linguistically Diverse Families' Knowledge & Understanding of the Implicit Principles in IDEA

Tracy McLeod

Family and educator partnerships regarding the education of children is vital. This presentation will explore the notion of cultural and linguistically diverse (CLD) families as active partners with their children's educators as measured on three implicit principles in IDEA; equity, individualism, and choice.

Cultural Influences on Behavior: Culturally Responsive Behavior Management

Arnold Nyarambi

The presenter will introduce the discussion topic and present on culturally responsive strategies in classroom and behavior management. He will then open for dialogue and discussion on the best practices in teaching multicultural classrooms. He will provide behavior related scenarios and the discussion group will discuss how best to handle different situations in a culturally diverse classroom and in a cultural responsive manner.

DOGWOOD

Exploring Causes, Experiences, & Solutions Related to Burnout among Rural Special Educators

Karin Strohmyer, JoAnna Pluym

Presenters will share research findings on causes of burnout, teacher experiences, and exploration of solutions among rural special educators, followed by time for questions and discussion of findings for consideration on a larger scale. Participants will gain valuable insights on rural special education teacher experiences, perceptions, and needs.

FOXFIRE I

Building a Professional Community to Teach All Students

Bill Bauer, Carole Hancock

This session describes how one teacher preparation program and five rural schools created a mutually beneficial partnership that addresses more effective ways to meet the learning needs of diverse students while incorporating a clinically-based dual license program. Participants will see a model that can be replicated at their own institutions.

FOXFIRE II

The Benefits & Challenges of Response Tiered Intervention in Rural Special Education

Margaret Cramer, Dorea Bonneau, Teresa Taylor

The evolution of Response Tiered Intervention (RTI), its legislative and research based structure and impact, (issues and benefits) on students, service personnel, and administrators in rural special education settings was analyzed. Successes and challenges of progress monitoring, data collection, and eligibility were considered to address needed changes to the process.

MAGNOLIA

Publishing in Rural Special Education Quarterly

Belva Collins, Ginevra Courtade

In this session, the past and current Editors of RSEQ will provide guidelines for publishing in the ACRES journal. They will discuss how to get a positive outcome from submission, the new electronic submission system, and what is required of reviewers.

Town Hall Meeting

5:00 pm – 5:30 pm

Mt. Mitchell / Mt. Roan

New Comers / Old Timers Reception

*with a special performance by: ***POP Arts!***

*Reception sponsored by: **University of Louisville Department of Special Education**

5:30 pm – 7:00 pm

Mt. Mitchell / Mt. Roan

FRIDAY, MARCH 10, 2017	
7:30 am – 5:00 pm: Conference Check-In & Registration	Laurel Registration Desk
7:30 am – 8:15 am: Continental Breakfast	Biltmore Foyer
7:30 am – 8:15 am: RSEQ Board Meeting	Overlook Room
8:00 am – 4:00 pm: Exhibitors	Next to Registration Desk
8:30 am – 11:45 pm: Silent Auction (Bidding closes today!)	Mt. Mitchell / Mt. Roan
CONCURRENT SESSION SIX	
8:15 am – 9:05 am	
<u>BLUE RIDGE</u> (Roundtable Session)	
<i>Positive Behavioral Interventions & Supports: Lessons Learned from a Multi-District University Partnership</i> Brittany Hott, Campbell Reed This presentation shares lessons learned from a rural multi-district cooperative that is working to implement positive behavioral interventions and supports (PBIS) with training and support from university personnel. Strategies for addressing the unique needs of rural schools, resources, and materials will be provided.	
<u>DOGWOOD</u>	
<i>Early Childhood Searchable Database (The ACCEPT Project)</i> Reem Muharib This session will provide conference attendees with an overview of a U.S. Department of Education funded collaboration project between four North Carolina community colleges and a higher education institution. Of particular interest to attendees will be a virtual database of early childhood special education resources that includes evidence-based practices.	
<u>FOXFIRE I</u>	
<i>Looking for a Needle in a Haystack: Finding Inclusive Clinical Field Placements</i> Kelly Anderson, Jane Diane Smith Identifying inclusive experiences where candidates apply their knowledge and skills in evidence-based practices is challenging. This presentation shares results of a study among faculty and school partners to identify school initiatives that are a ‘good fit’ in terms of alignment of professional standards assessed in teacher preparation program.	
<u>FOXFIRE II</u>	
<i>Results Driven Accountability: Moving from Access to Excellence in Special Education</i> Robert Pasternack This presentation will describe the effort to improve outcomes and results across the country now that the Office of Special Education Programs (OSEP) at the US Dept of Education has moved to require the use of Results Driven Accountability. Every state has selected an outcome or result from the list of 18 IDEA Indicators and those data will be presented so that attendees will learn what their state has selected as the Outcome to be improved.	
<u>MAGNOLIA</u>	
<i>Using Mixed Reality with Special Education Graduate Students Seeking Principal Certification</i> Teresa Starrett, Jane Pemberton Special education administrators must be skilled at crucial conversations and in supervision. Graduate students seeking a principal certification conducted conversations as part of a learning activity using TeachLivE, a mixed reality lab. In an analysis of pre and post survey data, each of areas showed growth.	

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>. You will find an Application for Membership at <http://acres-sped.org/membership> so you can join up now.

FRIDAY, MARCH 10, 2017
CONCURRENT SESSION SEVEN
9:15 am – 10:05 am

BLUE RIDGE (Roundtable Sessions: 2 concurrent)

Transformative Practices for Quality Rural Teacher Preparation: Cross-Department Collaboration for Inclusive, Culturally Relevant Curriculum

Veronica Moore, Sherry Jones

Participants will learn innovative, sustainable strategies to transform traditional teacher education programs to be more inclusive towards disability and cultural diversity. Presenters will share successes and challenges they are facing while collaborating across departments to transform their secondary education program to be more inclusive and culturally relevant to rural areas.

Blended Delivery Preparation Programs Solving Personnel Shortage Challenges for Rural, Culturally & Linguistically Diverse Exceptional Students

Patricia Peterson, Susan Stoddard, Claudia Rodas

Three program solutions are described to prepare educators to meet challenges of educating rural culturally linguistically diverse students with disabilities. Outcomes are development of culturally responsive special educators and faculty prepared through rural on-site and distance education bachelors, masters, and doctoral programs with cultural/linguistic diversity in teaching, research, and service.

DOGWOOD

Building Core Content Knowledge in Undergraduate MSD Teacher Candidates

Rob Pennington, Ginevra Courtade, Erin Stumph, Brianna Gomez

During this session, the presenters will describe an OSEP funded personnel preparation program in moderate to severe disability. They will describe program features and outcomes. In addition, students within the program (rural and urban) will share their experiences within specialized coursework.

FOXFIRE I

Rural School Administrators' Perceptions of Educators' Skills Needed for Effective Inclusion Classrooms

Kimberly Griffith, Jodie Winship, Esther Howard, Kevin Jones

Presenters will share survey results of rural administrators' perceptions of the skill sets needed in an inclusion classroom. Participants will be grouped and brainstorm strategies needed to more effectively develop candidate quality, content and pedagogical knowledge in the area of inclusion to meet the needs of 21st Century rural schools.

FOXFIRE II

Facilitating Inclusion with Students with Significant Intellectual Disabilities in Rural Schools

Karena Cooper-Duffy

This presentation will explore the best practices guiding inclusion for students with significant intellectual disabilities. The presenters will compare issues regarding inclusion in rural and urban school systems. Attendees will leave the session with practical examples of evidence based strategies that work for facilitating inclusion in rural school systems.

MAGNOLIA

Using Swivl® to Easily Record High-Quality Digital Video to Efficiently Reach Rural School Populations

Anthony Menendez, Michael R. Mayton

The presentation will feature a demonstration of Swivl®, which is a device that works with iPads and other similar screen devices allowing for the production of high-quality digital video. Participants will learn how to set up and record video that can then be uploaded to the Cloud or other file-sharing platforms.

FRIDAY, MARCH 10, 2017
CONCURRENT SESSION EIGHT
10:15 am – 11:05 am

BLUE RIDGE (Roundtable Session)

Through the Lens of Special Education Student Teachers: Perceptions Before & After Multicategorical Student Teaching

Debra Lockwood

This session will discuss a quantitative study conducted in Spring 2016 to determine the perceptions of undergraduate pre-service special education student teachers before and after their student teaching. Participants will learn what pre-service students perceived as their biggest challenges while working with students having multicategorical disabilities in rural settings.

DOGWOOD

Progress Monitoring: A Strategy to Measure Academic Progress Toward Meeting IEP Goals

Kathleen Winterman

The presenters will provide critical information on the use of progress monitoring as an evidence-based strategy to ensure that students are advancing toward meeting IEP goals. This session will conclude with a discussion on supports that can be used to assist in the collection and communication of students' progress.

FOXFIRE I

An Unholy Alliance: One University's Effort to Fully Embrace edTPA

Sara Beth Hitt, Tina Hudson, Min Kim

Currently 706 teacher prep programs, across 38 states (AACTE, 2016), are participation in edTPA in some aspect. EdTPA, a performance-based assessment of teacher candidate quality and effectiveness, is now required in numerous states in order to receive licensure. Since its inception, participating special education teacher candidates have consistently scored lower overall than all other comparable disciplines.

FOXFIRE II

Collaborating to Impact Pre-service Special Education Teachers' Knowledge & Skills in Meaningful Transition Planning

Ann Berry, Stephen Bigaj, Betsy Street

Faculty from two special education teacher preparation programs will outline an improvement process that increased rural special educator candidate knowledge and skills in transition planning and programming. Participants will gain an understanding of (a) a set of transition competencies (b) a continuous improvement process, and (c) web-based tools and resources.

MAGNOLIA

Using Technology to Build Writing Repertoires for Students with Intellectual Disability & Autism Spectrum Disorder

Rob Pennington

During this session, the presenter will describe a series of single case studies that demonstrated the effectiveness of procedures in developing writing skills in students with Intellectual Disability and Autism Spectrum Disorder.

Be an Advocate! Contribute to ACRES

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

FRIDAY, MARCH 10, 2017
CONCURRENT SESSION NINE
11:15 am – 12:05 am

BLUE RIDGE (Roundtable Sessions: 2 concurrent)

Leaping Over Firewalls! Identifying & Overcoming Barriers with School Districts to Promote Collaboration with Technology

Tina Hudson, Cathy Galyon

Institutes of higher education with teacher education programs are increasingly utilizing video technology for field supervision. Many rural school districts, however, are still reluctant to allow the use of video, even when it is required of edTPA. The presenters will discuss recent experiences and propose possible solutions based on research.

How to Teach Oral Reading Fluency for Struggling Readers Using iPads: What Research Suggests

Min Kim

Although the research base for iPad-assisted instruction is limited, the iPad is now widely used in school settings. Based on the previous iPad research studies for struggling readers, the session will discuss how to find good applications based on a rubric and how to determine which instructional components should be included in iPad-assisted reading instruction.

DOGWOOD

Teacher Supports in Rural Areas: Virtual PLCs & Bug-in-the-Ear Coaching

Ginevra Courtade, Stacy Shipman

Supporting rural teachers of students low incidence disabilities across a rural state is a challenge that requires special attention. This session will provide information about two types of delivery support: virtual PLCs and Bug-in-the-Ear coaching.

FOXFIRE I

Transition from Face-to-Face to Blended Course Delivery: Critical Considerations

Karen Hager, Melina Alexander

We will describe our experiences transitioning face-to-face courses to a blended course delivery model. We will describe (a) rationale for transitioning to a blended model, (b) content delivery options we evaluated, (c) selecting content delivery options for specific course objectives, and (d) how we addressed student accountability for asynchronous activities.

FOXFIRE II

Connecting Literacy Outcomes with Leisure Communication Skills for Students with Severe Disabilities

Kathryn Haughney, Belva Collins, Reem Muharib

This session will discuss how alternate achievement literacy can support both academic text comprehension and functional communication learning goals. We will review two studies which aim to connect grade aligned academic outcomes with peer leisure conversations for middle and high school students with severe disabilities and autism, and discuss implications.

MAGNOLIA

Enacting a Rural Childhood: Reframing Disability & Promoting Family Partnerships through Recreational Goals

Leigh-Ann Brown

This interactive presentation focuses on families with children with complex medical, behavioral, and cognitive needs, who embraced rural childhood to re-frame the deficiency discourse abounding in educational systems. A brainstorming session will consider ways in which recreational goals can promote more positive educational relationships between families and service professionals.

Recognition Lunch & Close of Silent Auction

12:30 pm – 1:45 pm
Mt. Mitchell / Mt. Roan

Recognition of Outgoing/Incoming Board Members: Matt Jameson, Board Chair

Plans for the Coming Year: Melinda Ault, Chair-elect

Silent Auction Report: Kim Floyd, Board Member

FRIDAY, MARCH 10, 2017
CONCURRENT SESSION TEN
2:00 pm – 2:50 pm

BLUE RIDGE (Roundtable Session)

Training Texas Special Educators in Applied Behavior Analysis via Project-Based Distance Learning

Lee Mason

Year 1 results are presented regarding a state-wide initiative designed to train teachers and paraprofessionals working with children with autism spectrum disorder throughout the state of Texas. Participants in this project received 42-hours of training in Applied Behavior Analysis (ABA) by a Board Certified Behavior Analyst over a 5-week period. These educators were trained according to the RBT task list put forth by the Behavior Analyst Certification Board (BACB). The hybrid program format includes both synchronous and asynchronous instruction offered entirely via distance technologies (e.g., online modules, videoconferencing, and email) to provide access to teachers and paraprofessionals who provide services to students with autism in the rural and remote regions of Texas. This project was supported in whole or part by a grant from the Texas Higher Education Coordinating Board (THECB).

DOGWOOD

Wandering Along the Road Less Traveled: A Look at the Curriculum Based Measurement in Writing

Lori Marks, Tina Hudson

Assessing students' writing through the Curriculum Based Measurement is an area that is not widely researched or practiced by classroom teachers. Presenters will share experiences with progress monitoring the writing of students from a rural school district. Participants will learn to score writing probes to monitor students' progress.

FOXFIRE I

What Happens After They Leave Us? Training Special Education Teachers for the Future

Kathleen Magiera, Rhea Simmons

The [university] was awarded a federal grant focused on meeting the need for special education teachers in rural schools. The researchers conducted surveys and focus groups with our graduates. Participants will learn about what worked well and what needs improvement in our teacher education program.

FOXFIRE II

Technology-Based Intervention for Promoting Grade-Aligned ELA Instruction for Students with Significant Disabilities

Pamela Mims

Students with moderate/severe intellectual disabilities/autism have been underexposed to grade aligned ELA content. This session highlights research to guide participants practice in implementing meaningful grade aligned ELA content such as opinion writing, comprehension of fiction and nonfiction text, and student led research via technology for students with low incidence disabilities.

MAGNOLIA

Tools for Transition: Increasing Knowledge & Skills for Successful Postsecondary Outcomes

Betsy Street, Stephen Bigaj, Ann Berry

Next-Steps New Hampshire is a free, multi-faceted web-based resource available to parents, students, and teachers. It supports every aspect of planning successful postsecondary transition. Navigate by user type, review training materials, and use toolkits for transition IEPs, interagency collaboration, family engagement, extended learning opportunities, and planning your own professional development.

Ice Cream Social
(during the Poster Session)

2:30 pm – 4:00 pm
Mt. Mitchell / Mt. Roan

Interactive Poster Session

3:00 pm – 4:30 pm
Mt. Mitchell / Mt. Roan

Interactive Poster Session

Mt. Mitchell / Mt. Roan

3:00 pm – 4:30pm

The Content Literacy Continuum (CLC) on Mountainous Terrain: Success in Swain County, NC

LuAnn Jordan & Christopher O'Brien

We Are Family - Creating a Sense of Community on a College Campus

Pamina Abkwotz

Individual and Small Group Cognitive/Behavior Support Strategies

Edward Schultz

Creating Community: How the Library of the Year Reaches Rural Children and Families

Carolyn Carlson

Addressing the Issue of Bullying – Working Toward Solving the Challenges of Special Education

Dan Ezell & Colleen Klein-Ezell

Exploring Pedagogical Methodology Woven in Inclusive Early Childhood Classrooms

Dana Hilbert

City Meets Country: Challenges of Inclusion Programs in Spain and Portugal

Patricia Peterson, Kathleen Abou-Rijaily, & Susan Stoddard

Teach for America Teacher Retention and the Stories Behind the Data: What Can We Learn?

Jamie Cody, Yen Pham, & Loretta Serna

Disruptive Innovation – Integrating Assistive Technology Curriculum into Teacher Preparation in a Rural Institution

Laura King, Jennifer Williams, & Lora Lee Smith Canter

Educators Speak Out: Effective Strategies and Professional Development Needs in Supporting Students with Behavioral Challenges

Chan Evans & Jennifer Williams

Early Childhood Inclusive Education: Pre-Service Teacher Beliefs and Influential Diversity Course Content

Marisa Scott

Families of Children with Disabilities' Perspectives in Terms of Preparing Early Childhood Practitioners

Reem Muharib

Integrating Virtual Reality Technology Across Programs at the University Level to Support Rural Special Educators

Jane Pemberton & Teresa Starrette

Social/Emotional Instruction for Physical/Health Impaired Students: Comparing Montessori Practice and Intentional Teaching Strategies

Peter Kopriva & Sijmontje Renema-Kopriva

Training for Legal Requirements and Best Practices of Educating the Homeless in Rural Special Education

Teresa Taylor

Interactive Poster Sessions (continued)

Mt. Mitchell / Mt. Roan

3:00 pm – 4:30pm

Project SPD: Selecting and Preparing Mentors for Service in Mentor Demonstration Classrooms (MDCs)
Bill Weinke & Todd Sundeen

Tiered Vocabulary of the CCSS: The Importance of Academic Vocabulary Instruction in Rural Kindergarten Classrooms
Carolyn Carson

GYOTP- Grow Your Own Transition Plan
Loni LeForce

Comparing Teacher Candidate Performance on edTPA and Embedded Signature Assessments in a Special Education Program
Jennifer Williams, Chan Evans, & Laura King

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

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

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.

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.

John W. Schuster Research Proposal of the Year Award

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

Teacher Scholarship Award

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

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

SATURDAY, MARCH 11, 2017	
7:30 am – 10:30 am: Conference Check-In & Registration	Laurel Registration Desk
7:30 am – 8:00 am: Continental Breakfast	Biltmore Foyer
<p>Post-Conference Open Board Meeting Overlook Room 8:00 am – 9:00 am</p> <p>Everyone is welcome to attend. The Board would love to hear your ideas for ACRES.</p>	
<p>CONCURRENT SESSION ELEVEN 8:00 am – 8:50 am</p>	
<p><u>BLUE RIDGE</u> (Roundtable Session)</p>	
<p><i>Eliminating Inequities in Rural Schools via Integrated Comprehensive Systems for Equity</i> Katie McCabe Participants will learn about the framework and process of Integrated Comprehensive Systems (ICS) for equity. They will learn about a rural elementary school case study that is at the beginning stages of the process and how ICS can be uniquely suited for rural schools.</p>	
<p><u>DOGWOOD</u></p>	
<p><i>Coaching Head Start Teachers in the Implementation of Teaching Pyramid Model Practices</i> Reem Muharib We will report on a study that investigated the effects of coaching and performance feedback on the use of Teaching Pyramid Model practices with three Head Start teachers. Discussion will include a description of the procedures, results on teachers’ and children’s variables, and implications for practice and future research.</p>	
<p><u>FOXFIRE I</u></p>	
<p><i>Bringing in Community & Related Service Stakeholders to Enrich the Field Experiences of Teacher Candidates</i> Kathryn Newman, Elaine Foster The presenters will discuss bringing in related service and community resources to expand the knowledge based of initial special education teacher candidates who will be working in rural and semi-rural settings. This expanded knowledge base will allow candidates greater flexibility in researching, requesting and selecting optimal services for students.</p>	
<p><u>FOXFIRE II</u></p>	
<p><i>Community, Culture & Support: A Case Study with Implications for Culturally Responsive Practice</i> Lisa Bloom We will present a case study of a child with behavioral problems included in a 2nd grade classroom in a school with a predominantly Native American Population. The teacher used elements of culture, a community approach to classroom management, and positive behavior support to foster successful outcomes for this child.</p>	
<p><u>MAGNOLIA</u></p>	
<p><i>Instructional Strategies for Content & Co-Taught Classrooms</i> Sara Beth Hitt, Angela Preston Presenters will share instructional strategies that can enhance academic content and efficiently address the academic needs of diverse learners by demonstrating how these approaches can be (a) used with all ages and abilities levels, (b) applied to a wide variety of content, and (c) easily integrated into a co-taught setting.</p>	

Get Ready for Next Year’s Conference

The Call for Proposals submission process will open soon, with notifications by email to all attendees as well as postings to the ACRES email lists. More information about next year’s conference will be posted as soon as it is available, at <http://acres-sped.org/conference>. See the flyer insert for details. **Salt Lake City, Utah**, here we come in 2018!

SATURDAY, MARCH 11, 2017
CONCURRENT SESSION TWELVE
9:00 am – 9:50 am

BLUE RIDGE (Roundtable Session)

Rethinking Guardianship & Self-Determination

Matt Jameson

Guardianship is a complicated legal concept, further complicated by differences from state to state in the framing and implementation of different forms. Few professionals explain the consequences of obtaining guardianship, or the range of alternatives to support an adult with disabilities. This presentation opens a dialogue about guardianship and self-determination.

DOGWOOD

Department Chairs: Seasoned & New Department Level Leaders Share Their Experiences

Kevin Miller, Belva Collins, Margaret Bausch, Ginevra Courtade, Cathy Galyon

The department chair position is the most critical role in a university. It is complex and filled with ambiguity. Seasoned and new department level leaders share journeys and strategies to address concerns/challenges/barriers for transitioning to leadership positions. Session offers potential/current academic leaders a forum to discuss challenges, strategies, and solutions.

FOXFIRE I

Globalization & the Little Red School House: "Everyone has a rich uncle in America."

Guy Gilberts

The majority of Norway's population is rural, and that gives us a wonderful opportunity to see how others have dealt with special education issues in these settings. Taking a peek into those schools may provide us with exciting, new perspectives regarding our own issues and practices.

FOXFIRE II

Transition in an Arizona/Mexico Bordertown: Programming for Families & Individuals with Low Incidence Disabilities

Daniel Barraza, James Ingram

This session will use Kohler's (1996) Taxonomy of Transitional Services to describe the transitional services provided to secondary students in an Arizona/Mexico bordertown. The services depicted have been specifically designed to meet the cultural needs of Hispanic students with low-incidence disabilities.

Help Us Improve Future Conferences

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

Can YOU Host a Future ACRES Conference?

The ACRES Board is always looking for support from local groups to plan and conduct each annual conference, alternating between venues in the east and west each year. 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.

SATURDAY, MARCH 11, 2017
CONCURRENT SESSION THIRTEEN
10:00 am – 10:50 am

BLUE RIDGE (Roundtable Session)

Cultural Influences on Behavior: Culturally Responsive Behavior Management

Arnold Nyarambi

The presenter will introduce the discussion topic and present on culturally responsive strategies in classroom and behavior management. He will then open for dialogue and discussion on the best practices in teaching multicultural classrooms. He will provide behavior related scenarios and the discussion group will discuss how best to handle different situations in a culturally diverse classroom and in a cultural responsive manner.

DOGWOOD

Using Video-Based Coaching & Peer Feedback to Enhance Instruction in Special Education Clinical Experiences

Julie Reneau, Gwen Jones, Crystal Smith

This session focuses on the benefits of video-based coaching and peer feedback using a video platform called Edthena. Video examples from students and feedback from coaches will be shared to highlight how the unique features in Edthena are used to support instructional improvements and facilitate supportive peer interactions.

FOXFIRE I

Facing the Special Education Teacher Shortage: Growing Your Own Teachers

Nancy Mamlin, Jennifer Diliberto

In response to the shortage of special education teachers and decrease in education majors nationally, the study investigated reasons current teacher candidates gave for pursuing a special education license. Results will be shared, and session participants will engage in discussions surrounding study implications.

FOXFIRE II

Demonstrated Stress in Low Socioeconomic Rural Parents of Children with ASD: Collaboration & Improved Supports

Wendi Dunham

This session describes research identifying stressors of low-socioeconomic parents of children with ASD. Issues related to rural living such as limited educational, therapeutic, and medical supports and poor teacher-parent collaboration may contribute to stressors. There will be discussion about demonstrated stressors and how to improve collaboration and find supports.

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

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

Get Involved in ACRES

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

SATURDAY, MARCH 11, 2017
CONCURRENT SESSION FOURTEEN
11:00 am – 11:50 am

BLUE RIDGE (Roundtable Session)

Individual & Small Group Cognitive/Behavior Support Strategies

Edward Schultz

This session will use the social information processing (SIP) framework to assist educators in selecting and implementing individual and small group interventions. Participants will be (a) provided a brief overview of the SIP framework, (b) provided resources and an intervention selection strategy, and (c) be taught two ready-to-implement strategies.

DOGWOOD

Meeting the Professional Development Needs of School Principals to Effectively Serve All Students

Suzanne Martin, Anna Diaz

The purpose of this study was to create a needs assessment survey, based on the Council for Exceptional Children standards for Special Education Administrators (2009), results of which would determine the direction of professional development for school principals with the development of modules tied the standards for special education administrators.

FOXFIRE I

Supporting Rural Students in Distance Education Teacher Preparation Programs

Melina Alexander, Karen Hager, Jack Mayhew

In this interactive presentation we will discuss methods we use to support distance education students in rural settings. We will discuss (a) reasons why support is critical to students in distance education programs, (b) content delivery options we employ, (c) instructional methods we use to increase student sense of community, and (d) how we foster communities of learning.

FOXFIRE II

Teletherapy is Not a Last Resort: Increasing Quality of Care Through Innovative Service Delivery

Emily Purdom, Rachel Robinson

Participants will learn to identify best practice protocols for services carried out through telepractice. Participants will be able to inventory resources to improve functional carry-over between therapy sessions. Participants will be able to generate comprehensive therapy approaches for a diverse student population that will ultimately deliver best outcomes.

Congratulations to New Board Members and Officers

ACRES is pleased to welcome the new members of the Board of Directors and the new Officers who were selected by the membership during the recent election. They take office at the end of the conference and will help lead our organization during the coming year, support our efforts to sustain the organization and its members, and promote the interests of rural special education and disability services.

Learn Even More: Read the Conference Proceedings

If you missed a session because you were presenting your own paper or attending a different session, you can check out the papers in the conference proceedings document. The Proceedings contain all papers that were submitted by presenters before the deadline, and 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>.

