2018 ACRES Conference Tentative / Early Schedule

WEDNESDAY, MARCH 14: "Teacher Event" (5:45 – 7:00)

THURSDAY, MARCH 15, 2018	
7:30 am – 5:00 pm: Conference Check-In & Registration	**Room TBA**
7:30 am - 8:30 am: Continental Breakfast	**Room TBA**
9:30 am – 5:00 pm: Silent Auction	**Room TBA**

Opening Session and 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

ROOM TBA
Innovative Special Education Training: Collaborative, Community Based Curriculum for Quality Teacher Preparation in Rural Areas

Veronica Moore, University of New Mexico

Participants will learn innovative, sustainable strategies that can improve educational outcomes for pre-service teachers through collaboration and community partnerships.   Presenter will share curriculum being taught on-site in a rural area that is transforming the dispositions of pre-service teachers to be inclusive, family-oriented, and culturally responsive towards their students with disabilities

ROOM TBA
Improving MTSS Implementation In Rural Schools: Easy as A-B-C

Corey D. Pierce, University of Northern Colorado

This presentation will provide data on current implementation of MTSS in rural schools and compare it with implementation in urban and suburban schools. Attendees will learn 3 cost-free ways to improve MTSS implementation in their rural schools and discuss how they can use it in their schools

ROOM TBA
Using Assessment Teacher Feedback to Differentiate Instruction and Improve Student Achievement

Jeremy Lopuch, Marshall University; Debra Lockwood, Marshall University

Through an interactive presentation, audience members will learn how to use assessment teacher feedback to improve instruction and enhance student outcomes through a data-based individualization (DBI; Danielson & Rosenquist, 2014) framework.

ROOM TBA
Effects of Instructor Use of Humor in an Online Course on Students' Motivation to Participate

Anna Young & Melissa Sullivan-Walker, Montana State University, Billings

Over six million college students access online learning, and for students living in rural areas, this access is essential. However, motivating students to participate can be challenging. The researchers report the outcomes

of a study on the use of humor in online courses to promote student motivation to participate.

ROOM TBA

Expanding Boundaries and Erasing Borders: Inclusive Education for Students with Significant Disabilities in Rural Schools

Katie McCabe, University of Wisconsin Madison

How are rural communities working to provide inclusive social and educational experiences for students with significant disabilities? A presentation of a systematic literature review will aim to examine the barriers which may exist for rural schools to provide fully inclusive education services for their students with significant disabilities.

THURSDAY, MARCH 17, 2018
CONCURRENT SESSION TWO
11:00 am – 11:50 am

ROOM TBA

Improving Opportunities for Students with Visual Impairments in Rural Ohio through University Collaboration

Karen Koehler, Shawnee State University; Margie Briley, Youngstown State University; Douglas Sturgeon, University of Rio Grande; Judith Monseur, University of Cincinnati

Session presenters will share information about a unique personnel preparation model which responds to the shortage of teachers licensed in visual impairments, especially prevalent in rural areas. This multi-institutional collaborative aims to improve services to students with visual impairments by equipping the next generation of teachers of the visually impaired.

ROOM TBA

Preparing Special Education Personnel for Advocacy Roles Impacting Policy Including Rural Areas.

Wilfred Wienke (Bill) & Eleazar Vasquez (Trey), University of Central Florida; Harvey Rude, University of Northern Colorado; Kevin Miller, SUNNY Buffalo State

Presenters will provide descriptions of established strategies that contribute to the preparation of special education personnel to serve in roles as advocates to impact policy development and application. The critical need for advocates impacting rural areas will be addressed.

ROOM TBA

Solutions to Providing Work Based Learning Experiences in Rural Communities

Alison Lowenthal, Idaho Division of Vocational Rehabilitation & Libby Stone-Sterling, Maine Division of Vocational Rehabilitation

Though work experience is critical to post-school success, it is extremely challenging to provide in rural communities. Presenters will provide the audience with curriculums, assessment, and collaboration resources that increase access to work in rural communities. Resources include strategies for educators, vocational rehabilitation professionals, employers, and other service providers.

ROOM TBA

Translating Evidence Based Practices into Outcomes for Transition-Aged Youth Receiving SSI in Rural Areas

Carol Ruddell, Utah State Office of Rehabilitation; Ellie Hartman, Wisconsin Division of Vocational Rehabilitation; Jade Gingrich, Maryland Department of Disabilities; Brent Williams, University of Arkansas; & David Emenheiser, Rural Lead for the Office of Special Education and Rehabilitative Services

PROMISE projects will report on evidence-based practices applied in rural areas to improve Indicator 14 data, employment, education and financial outcomes, for transitioning youth receiving SSI. Attendees will learn strategies to improve family engagement, interagency linkages, paid/unpaid work experiences, and benefits counseling where opportunities may be limited.

ROOM TBA

Teaching Rural Special Education Students to think like an Entrepreneur

Loni LeForce, University of Missouri, Whitney Wilson, Youth Entrepreneurs

Transition for students in special education from rural areas can be challenging at times because of a lack of businesses for students to gain employment. Presenters will highlight: (a) the piloted program, (b) processes for transition, (c) activities, and (d) ways to help students learn how thinking like an entrepreneur.

Lunch & Awards Presentations
12:00 pm – 1:30 pm

THURSDAY, MARCH 15, 2018
CONCURRENT SESSION THREE
1:45 pm – 2:35 pm

ROOM TBA

Best Practices for Fostering Retention of Junior/ New Faculty at Rural Colleges

Pamina Abkowitz, Buena Vista University; Robbie Ludy, Buena Vista University; Karin Strohmeyer, Buena Vista University

What constitutes best practices in mentoring new faculty at the University level? Participants will explore best practices for both formal and informal mentoring processes that rural colleges can utilize in order to foster retention of junior and new faculty. The program utilized by Buena Vista University will serve as a starting point for discussion and comparison with research of best practices regarding the retention and persistence of junior faculty at rural colleges and universities. Participants will discuss practices at their own colleges and universities, as well as needs for improvement of the mentoring process.

ROOM TBA

Lions Connected: Improving Post-Secondary Opportunities and Outcomes

Gerlinde Beckers, Southeastern Louisiana University

Presenter will share the University based post-secondary program model. Participants will gain knowledge on: Starting a post-secondary program, instructional model, peer-mentoring, as well as, program successes and challenges. An interactive question/answer opportunity will be provided.

ROOM TBA

Looking Through the Lens for Insights: Our Visits to Schools/Adult Facilities in Friesland Province, Netherlands

Peter Kopriva, Fresno Pacific University, Sijmontje Renema-Kopriva, Edith Storey Elementary School, Fresno Unified School District, Fresno, CA (Recently Retired)

The presenters traveled together to the Netherlands in Summer 2017. The six-week visit resulted in the opportunity to tour and gain information on ten very diverse educational settings for children and adults both non-handicapped and handicapped residing in the province of Friesland. This beautiful province is located in the rural north of the country where farms, dairies, and great amounts of waterways exist that provide commerce and recreational opportunities for residents. Participants will benefit from select interviews with medical specialists, school administrators, classroom teachers and skilled therapists. Educational history of Dutch education will be provided along with current practice involving student placements and instructional concerns as presented by individuals at each select site. Video and photography are insightful highlights that accompany the oral presentation regarding these visitations.

ROOM TBA

Professional Learning for Related Services Personnel in Rural Schools: Raising Awareness about Language-Based Learning Disabilities

Elizabeth Lanter & Stephanie Vaughn, Radford University

The purpose of this presentation is to examine how the professional learning afforded to special education and related services personnel in rural schools might be further supported to better serve the needs of children with language-based learning disabilities

THURSDAY, MARCH 15, 2018
CONCURRENT SESSION FOUR
2:45 pm – 3:35 pm

ROOM TBA

Strategies for Success: Accessible Certification Exam Preparation for Rural Areas

Jerry Whitworth, Texas Woman's University

This presentation will demonstrate how free and low-cost technology tools have been incorporated into a special education certification exam preparation program and have increased student success on state required certification exams. Participants will learn how to develop and access these tools and to incorporate them into exam preparation and review.

ROOM TBA

Evaluating Instruction to Improve Educational Opportunities for Students with Specific Disabilities from Multilingual Backgrounds

Margaret M. Cramer, Northcentral University, Kendall College; Dorea Bonneau, University of North Carolina, Pembroke; & Teresa Taylor, Retired University of West Georgia

The new focus on multilingual education, requiring the restructuring of teacher education to address the complex process of language acquisition and proficiency, is addressed including the primary language (L1) and

the new language (Ln) from a student instructional perspective.

ROOM TBA
Improving Transition Outcomes for Youth in New Hampshire: The Next Steps Transition Initiative Steve Bigaj, Keene State College; Ann Berry, Plymouth State University; Betsy Street, Keene State College; Sheila Mahon, Monadnock Developmental Services The Next Steps NH Transition project provides professional development to rural special educators, families, and college faculty with a range of impactful approaches and resources to improve transition practice. Learn about the project's professional development and coaching model, and our successes, challenges, and insights gained over the past five years.
ROOM TBA
Investigation of a Transition Assessment Process for Promoting Self-Realization: Findings, Implications, and Future Directions Daniel Poling & David Peyton, University of Florida; Larry Kortering, Appalachian State University The session will review transition-related research and outcomes for rural SWD. Findings will be presented on a study of a transition assessment process that used self-realization activities with a sample of rural SWD. Participants will learn about components of the assessment, results, and implications for practice and future research.

THURSDAY, MARCH 15, 2018 **CONCURRENT SESSION FIVE** **3:45 pm – 4:45 pm**
ROOM TBA
Collaborating Across Continents: Culturally Responsive Pedagogy Meeting the Needs of Pre-service Teachers and Their Students Ann Berry, Plymouth State University & Delia Baskerville, Victoria University, Wellington, New Zealand Inclusive teaching practices have the potential to benefit not only those from different cultural backgrounds but all teachers and their students. Presenters will model and engage participants in several culturally responsive practices gleaned from work with Moari (indigenous people of New Zealand). Applications to pre-service teacher education will be developed.
ROOM TBA
Selection, not Direction: Training Texas Teachers in Behavior-Analytic Interventions for Students with Autism Lee L Mason & Alonzo Andrews, The University of Texas at San Antonio This session presents the findings to date of a two-year, statewide initiative to train teachers and paraprofessionals who provide direct services to students with autism in the principles and practices of applied behavior analysis. A description of the program is provided along with data to support the use these methodologies.
ROOM TBA
Publishing in Rural Special Education Quarterly

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.

ROOM TBA

What's New at IRIS?: Our Latest Modules and Resources

Kimberly Snow, Utah State University

How well do you know the IRIS Center? Join us for a tour of our latest online resources! This session will focus on our new interactive secondary transition module, two mathematics modules, and more all-new resources and services from our center. Bring your online devices and explore everything IRIS.

Town Hall Meeting
5:00 pm – 5:30 pm

New Comers / Old Timers Reception
5:30 pm – 7:00 pm

FRIDAY, MARCH 16, 2018	
7:30 am – 5:00 pm: Conference Check-In & Registration	**Room TBA**
7:30 am – 8:15 am: Continental Breakfast	**Room TBA**
7:30 am – 8:15 am: RSEQ Board Meeting	**Room TBA**
8:00 am – 4:00 pm: Exhibitors	**Room TBA**
8:30 am – 11:45 pm: Silent Auction (Bidding closes today!)	**Room TBA**

CONCURRENT SESSION SIX: ROUNDTABLE SESSIONS
8:15 am – 9:05 am

ROOM TBA (**Roundtable Session**)

Special Education Teacher Candidates' Performance on the edTPA Task 1: Strengths, Issues, and Solutions

Sekhar Pindiprolu, The University of Toledo
Teacher education programs across the US have embraced the edTPA assessments, which resulted in institution specific assessments making way to more standardized assessments (Sato, 2014). In this presentation, data on 35 teacher candidates who completed edTPA Task 1 (special education) is shared and candidates' strengths, issues, and solutions are discussed.

ROOM TBA (**Roundtable Session**)

Who's Watching Me? Using Performance Assessment with Rural Preservice Special Educators for Program Improvement

Debra Lockwood & Wendi Dunham, Marshall University College of Education and Professional Development

This presentation will discuss the results of a qualitative research study related to special education teacher candidates' perceptions of the West Virginia Teacher Performance Assessment. Participants will learn whether teacher candidates thought it was a useful tool to predict teacher quality. Assessment strengths and weaknesses will also be explored.

ROOM TBA (**Roundtable Session**)

Let's Talk: Program Assessment and SPA Survival Tips

Gwen Jones, Bridgewater College; Julie Reneau, Fairmont State University; & Crystal Smith, Glenville State University

This session will offer strategies and tools that proved successful for one small, rural special education program in the accreditation process resulting in national recognition from the CEC. Approaches to both course and program assessment will be presented, as well as ideas for successful reporting and for ongoing program quality monitoring.

ROOM TBA (**Roundtable Session**)

Scaling Up: Increasing Excellence Across Kentucky Educator Preparation Institutions

Kera Ackerman, University of Kentucky

The Kentucky Leadership Team, with support from the CEEDAR center, includes institutions of higher education (IHEs) across the state. Now in their second year, they are scaling up to foster collaborative partnerships between the IHEs and local school districts to prepare all students to achieve college and career ready standards.

ROOM TBA (**Roundtable Session**)

The Impact of Initiatives and Mandates on Special Education Professionals and the Students They Serve

Melissa Jones-Bromenshenkel, Eastern Illinois University; Shawn Huisinga, Indiana State University; Rebecca Cook, Eastern Illinois University; Frank Mullins, Stephen F Austin State University

This session will discuss results from a survey of more than 300 teachers and administrators who shared their perceptions on the effectiveness of recent mandates and/or initiatives as well as factors that facilitate or impede implementation success. The focus will be on the responses of professionals working in rural settings.

FRIDAY, MARCH 16, 2018
CONCURRENT SESSION SEVEN: ROUNDTABLE SESSIONS
9:15 am – 10:05 am

ROOM TBA (**Roundtable Session**)

A Slow Death Spiral": The Plight of Special Education Programs and Service Delivery in Rural Public Schools

Tracy A. McLeod, Westfield State University, Education Department, Massachusetts

Declining enrollment, basic revenues, and rising costs are at the core of the problems that plagued most inner-city schools but such is far more pervasive in schools in rural areas. This presentation examined the literature over the past 10 years on the strengths, challenges, and struggles of rural schools but most important the quality of their special education program and service delivery offered.

ROOM TBA (**Roundtable Session**)

Including Individuals with Autism in Faith-Based Communities and Congregational Activities: Programs, Models, and Strategies

Arnold Nyarambi, East Tennessee State University

The presenter will introduce the characteristics and social-behavioral challenges associated with autism and their incompatibilities with the nature of and types of activities in faith based-communities and congregational activities. The presenter will then discuss various programs, training models, and interventions that are used by

various faiths in their worship. He will stimulate discussion on best-practices and research-based interventions in an effort to include individuals with autism and their families in congregational activities.

ROOM TBA (**Roundtable Session**)

Supporting Literacy Instruction for Students with Significant Needs in Rural Settings through Team Collaboration

Katrine S. Gosselin & Todd H. Sundeen, University of Northern Colorado

Teachers and providers in rural settings rarely have time to meaningfully connect, often leading to fragmented instruction. As a result, students with more significant needs may not receive adequate access to systemic literacy instruction. This presentation focuses on three strategies for collaboration and benefits of adopting inter-professional-collaborative practices.

ROOM TBA (**Roundtable Session**)

Rural Algebra Teachers Strategy Selection and Implementation: Science or PseudoScience

Brittany L. Hott, Texas A&M-Commerce

This presentation shares results of a national survey of rural Algebra teachers' mathematics strategy and intervention use. Survey responses suggest teachers rely heavily on social media and feel inadequately prepared to address the needs of diverse learners, including students with exceptionalities. The majority of respondents indicated use of less efficient strategies such as learning styles and mindsets.

ROOM TBA (**Roundtable Session**)

The Effects of a Unidirectional Peer Tutoring Intervention for Students with Learning Disabilities in a High School Mathematics classroom

Daniel Pyle, Weber State University

The purpose of this presentation is to describe the effects of a targeted, unidirectional tutoring intervention on the math outcomes of students with learning disabilities in a Secondary Mathematics class. Participants will learn how they might implement this peer-mediated intervention within their own classroom.

FRIDAY, MARCH 16, 2018
CONCURRENT SESSION EIGHT
10:15 am – 11:05 am

ROOM TBA

Using Universal Design for Learning to Include Students with Significant Support Needs in Inclusive Settings

Heather Fitzpatrick & Laura Anderson, University of Northern Colorado

This presentation will provide implementation strategies for increasing inclusive education using the Universal Design for Learning (UDL) framework. We will look at how to provide access to the general education curriculum within inclusive settings for secondary students with significant disabilities. We will instruct practitioners in developing lessons using the UDL.

ROOM TBA

The Cognitive Effects of Poverty on Rural Special Education Students and Strategies That Improve Outcomes

David Rago, National University

The presenter will make a case that poverty is a toxic stress factor that impacts cognitive development. The presenter will use the ecobiodevelopmental (EBD) conceptual framework to support his case. The participants will learn specific strategies that may improve learning outcomes for rural special education students who live in poverty.

ROOM TBA

Community Connections for Rural Special Education Students: Recommendations and Realities

Loni LeForce, University of Missouri; Andrea Suk & Faye Schreffler, The University of Oklahoma

We will identify and relate classroom lessons needed to build transition skills for students to be successful in rural community employment settings, locate free curriculum sites which are directly related to post-school employment success indicators, and determine ways to collaborate with community employment partners.

ROOM TBA

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.

FRIDAY, MARCH 16, 2018
CONCURRENT SESSION NINE
11:15 am – 12:05 am

ROOM TBA

Survey of Special Education Teachers' Stress, Burnout, and Professional Development Needs in Rural School Districts

Pamela Mims, Karin Bartoszuk, Olakunle Oni, and James Fox, East Tennessee State University
We present a summary of the rationale, methods, and preliminary data from an on-line survey of special education teachers and administrators in rural districts of northeast Tennessee, western North Carolina, and southwest Virginia regarding stress, burnout and professional development. Data will be used to design positive behavior supports for teachers.

ROOM TBA

Distance Learning: Providing a High-Quality Severe Certification Program that Includes Online Courses

Karen D. Hager & Heather Weese, Utah State University

There continues to be a critical shortage of teachers qualified to teach students with significant cognitive disabilities. We will describe a program that provides an accessible route to certification for non-traditional students, including course delivery (via online and broadcast coursework), and providing field-based performance feedback through live and videotaped observations.

ROOM TBA

Extraordinary Science through Gizmos: Elevating STEM for Students with Special Needs through a Unique Collaboration

Megan Reister & Justin M. Greenly, Franciscan University of Steubenville

Engineering students collaborate with pre-service teachers to design and build "Gizmos" - physical devices that foster interactive learning in science lessons. The education students design integrated social studies units. A science lesson that incorporates the Gizmo is included which promotes hands-on education and enhances student competencies and motivation.

ROOM TBA

Flipped Instruction: Capturing the Benefits and Realizing the Potential

Anthony L. Menendez, Cleveland State University; Kim Floyd, West Virginia University

Flipped instruction is a viable resource that can be utilized by special education professionals. The benefits presented within field literature will be complemented by the salient components of flipped instruction. Applied examples will be presented.

Recognition Lunch & Close of Silent Auction

12:30 pm – 1:45 pm

FRIDAY, MARCH 16, 2018
CONCURRENT SESSION TEN
2:00 pm – 2:50 pm

ROOM TBA

Supporting RTI through the Help of Higher Education and Rural Voices

Tina Marlene Hudson, Lori Marks, & Sara Beth Hitt, East Tennessee State University

School leaders, especially in those in rural areas, struggle to find teachers who are adequately trained in Response to Intervention. This presentation describes the development of a RTI Certificate Program at a rural university in Tennessee to promote the professional growth of graduate teacher candidates and those in the field.

ROOM TBA

Skills and Attributes for Becoming an Effective Leader

Kevin J. Miller, SUNY - Buffalo State; Belva Collins, University of North Carolina at Charlotte; Margaret Bausch, University of Kentucky; Ginevra Courtade, University of Louisville; Cathy Gaylon Keramidas, East Tennessee State University; Pamela J Mims, East Tennessee State University

Leadership positions, whether as program coordinator, department chair, associate dean, or dean, are complex and filled with ambiguity. Leaders in varying leadership positions from four universities offer prospective and current academic leaders a forum to discuss skills and attributes needed to transition to leadership positions and become effective leaders.

ROOM TBA

Overcoming Rural Barriers to Transition: Integrating Visual Supports in a School-Based Microenterprise for Students with IDD

C. J. Fields, University of Nevada, Reno & Lyon County School District & MaryAnn Demchak, University of Nevada, Reno

This case study presentation will describe an online, school-based microenterprise at a rural high school that emphasizes functional digital literacy skills and uses an integrated system of visual supports to increase the autonomy and vocational skill development of students with intellectual and developmental disabilities

ROOM TBA

Improving Rural Student Outcomes: Literacy Instruction for High School Students with Moderate to Severe Disabilities

Leslie Molina & MaryAnn Demchak, University of Nevada Reno

This presentation presents a literacy study completed with students with moderate to severe disabilities at a high school in a rural school district. The study's purpose was to investigate the effects of adapted materials paired with evidence-based strategies during literacy instruction.

Ice Cream Social
(during the Poster Session)

2:30 pm – 4:00 pm

Poster Session

3:00 pm – 4:30 pm

Poster Presentations
3:00 pm – 4:30pm

Assistive Technology and Collaboration for Teachers of the Deaf in Rural Areas

Leigh Kackley, Texas Tech University

Advancements in assistive technology have led to more students who are deaf/hard of hearing being included in the general education classroom. This poster session will take a look at Texas Tech's integration of assistive technology professional development into their Non-Traditional Deaf Education Certification Preparation Program.

Transforming a Rural District's District Occupational Credential Program: What We Did and How We Did It

Cassandra Luttrull & Michael Zachary, Edgefield County School District

Come and see the magic that is occurring in a rural school district in South Carolina! We will explain how the high school has overcome the barriers of being in a rural county and transformed its District Occupational Credential (DOC) program and added work experiences for seniors with intellectual disabilities.

Recommendations of Universal Screening Practices for Rural Educators

Jeremy Lopuch, Marshall University

Through an interactive presentation, audience members will learn how to use local student cut-scores and a

gated-screening process to improve the identification of risk status for struggling students and enhance data-based decision making.

Emerging Practices for Teaching Mathematics to Students with Moderate and Severe Disabilities

Jessica Bowman, University of Utah

Educators often struggle to find effective practices for teaching mathematics meaningfully to students with moderate and severe disabilities (MSD). This poster presentation provides a summary of the results of a systematic literature review on teaching mathematics to students with MSD and discusses emerging practices and recommendations for future research.

Inclusive Instructional Practices for Students with Significant Cognitive Disabilities: The Role of the Campus Principal

Joanna Ryan, University of Utah

This poster session will summarize evidenced inclusive instructional interventions for students with significant cognitive disabilities, will examine the role of the campus principal in establishing and maintaining these practices in the classrooms they support, and will describe the training and experiences that affect principals' ability to fulfill this role.

Impact of Response to Intervention on Special Education Referrals

Cassandra Darst, Lake Worth Independent School District & Jane Pemberton, Texas Woman's University

The overall impact of Response to Intervention (RTI) on special education referrals in Texas is examined and compared with self-reported data from special education directors and educational diagnosticians. The trends indicate a possible relationship between increasingly accurate special education referrals and the RTI process.

Literacy and Learning Disabilities: Parent Perceptions of Roles and Responsibilities

Holly Rice & Dana Hilbert, Cameron University

Presenters will report findings from parent self-reports of involvement in at-home literacy activities with their children. They will provide participants information to better understand levels of parent involvement of students with learning disabilities and offer information as to what parents believe their responsibilities are in their children's special education.

Urban and Rural Special Educators' Perceptions on Access to the Core Curriculum for All Students

Olivia Coleman & John McDonnell, University of Utah

This poster presentation will review and summarize research on special educators' perceptions of academic and functional curricula to determine the factors that may influence the weight given each approach in the educational planning for students with significant cognitive disabilities. In addition, areas for future research are addressed.

Designing Interventions to Support Low-Incidence Teachers Through a New State Personnel Development

Grant

Ginevra Courtade & Beth Newberry Gurney, University of Louisville

This session will outline the training and coaching designed to support low-incidence teachers through a new State Personnel Development Grant. The new design is based on research and experiences gained through the current grant. Participants will gain ideas that can be used to support rural teachers in other states.

ACTNow to Improve Transition Outcomes

Melanie Allen, Davis School District & Shirley Dawson, Weber State University

Based on evidence based practices, predictors of transition success, and multi-tier system of supports, the purpose of the ACTNow tool is to facilitate a seamless interagency transition to appropriate educational or employment settings and community supports, based on the student's documented strengths, abilities, needs, limitations, interests, and preferences.

Magic Builds Character – Using an After-School Magic Club to Improve Educational Opportunities and Outcomes

Dan Ezell, University of Central Florida & Colleen Klein-Ezell, Southeastern Louisiana University

Schools and classroom teachers need innovative ways in which to address character education in a meaningful way. This poster presentation will provide information on the Magic Builds Character (MBC) after-school enrichment program implemented in a rural school setting that can be replicated to meet the needs of ALL children.

Improving Core Content Learning of Rural Students with Intellectual Disability using a Peer-Delivered Simultaneous Prompting

Gwitaek Park, Belva Collins, Ya-yu Lo, & Kathryn Haughney, University of North Carolina at Charlotte

The purpose of this study was to examine the effects of a peer-delivered simultaneous prompting procedure on core content learning of five rural high school students with moderate to severe intellectual disability during a physical education class. A multiple probe design across participants was used to evaluate the intervention effects.

Planning with Your Co-Teacher

Tori Colson, University of Southern Indiana

Do you struggle in planning with your co-teacher? Do you have the tools necessary to co-plan? This presentation discusses the use of a common lesson plan format and how to use technology for planning.

Proactive Development of Social, Behavior & Emotional Sills for Students with E/BD from Rural Areas

Cheryl Zaccagnini, Retired Faculty-Shippensburg University of PA, & Heather Hoffert,
Doctoral Student and Middle School ES Teacher Chambersburg Area School District

This session will focus on proactive approaches to classroom and behavior management including routines, structure, and positive rules for students in rural communities and their unique needs. A focus on assessment, teaching, modeling, and review of social skills curriculum will also be presented. Information will also be provided on how to carry over these strategies to home and community for all students with E/BD.

An IEP for Me. Program Improvement for Teachers of Students MSD and ASD

Robert Pennington, University of Louisville

In this session, the presenter will describe a behavior analytic approach to improving programs for students with MSD and ASD. He will describe a process for changing teacher behavior that is analogous to the IEP process for students

SATURDAY, MARCH 17, 2018	
7:30 am – 10:30 am: Conference Check-In & Registration	**Room TBA**
7:30 am – 8:00 am: Continental Breakfast	**Room TBA**

Post-Conference Open Board Meeting
7:00 am – 8:00 am

Everyone is welcome to attend. The Board would love to hear your ideas for ACRES.

CONCURRENT SESSION ELEVEN
8:00 am – 8:50 am

ROOM TBA

Cooperative Family Partnership Programs in Teacher Education

Kristen Love & Susan M. Schultz, St. John Fisher College

Based on the belief that family/ educator partnerships are vital for a quality, family-centered system of support, teams of teacher candidates formed partnerships with families to address educational concerns and generate possible solutions for students with exceptional learning needs. Participants will be given steps to replicate two separate parent programs.

ROOM TBA

Discussing Current Pathways to Special Education Licensure and Impact on the Field

Mark Butler, Anderson University & Channon Horn, University of Kentucky

Special Education teacher preparation continues to undergo changes as CAEP, ESSA, edTPA, and other factors influence the landscape of licensure pathways. To meet these challenges, preparers must remain attuned to the changing nature of the profession. This presentation discusses various pathways to special education licensure and share insights from practice.

ROOM TBA

Improving Transition Services for Nevada's Rural Students with Disabilities through Interagency Collaboration

C. J. Fields & Marva Cleven, Lyon County School District; Julie Bowers, Nevada Department of Education

Office of Special Education; Mechelle Merrill, Nevada Vocational Rehabilitation

This presentation will describe the collaboration of The National Technical Assistance Center on Transition (NTACT), the Lyon County School District, the Nevada Department of Education Special Education and CTE Divisions, and Vocational Rehabilitation in their efforts toward improving transition services for students with disabilities in rural Nevada.

Single-Digit Multiplication: Using Dot-Notation Strategies with Middle School Students with Intellectual Disability

MaryAnn Demchak & Andrea Forsyth, University of Nevada, Reno; Jodee Prudente, University of Nevada, Reno & Washoe County School District

Although prior studies have investigated dot-notation strategies to teach addition and subtraction to students with disabilities, research has not extended to multiplication. This study, using a BABAC design, extends research on dot-notation to teaching single digit multiplication to four 7th and 8th grade middle school students with ID.

SATURDAY, MARCH 17, 2018
CONCURRENT SESSION TWELVE
9:00 am – 9:50 am

The Kids will Have Their Say: Teaching Children with MSD/ASD to Write Opinions about Text

Robert Pennington, University of Louisville, & Pamela Mims, East Tennessee State University

In this session, the presenters will describe the results of three studies involving the use of technology and response prompting to teach children with MSD/ASD to write their opinions about text. Further, they will describe the technology used and how it may be applied to other skills.

Accommodation Needs for Teachers who are Blind and Teach Students with Visual Impairments

Phoebe Okungu, Texas Tech University

This will be a presentation of a study on the accommodation needs of teachers who are blind and teach students who have visual impairments (VI). The presenter will discuss the challenges facing the teachers, the strategies the teachers use, the recommendations for addressing the accommodation needs and implications for practitioners. The participants will have an in-depth understanding of accommodation issues for TVIs who are blind.

Providing Effective Performance Feedback: The Nuances of Video Observations

Melina Alexander, Weber State University; Karen Hager-Martinez, Utah State University; Jack Mayhew, Weber State University

For many rural preservice teachers classroom observations can be few, and far between. One way to address this issue is through the use of asynchronous video observations. Feedback for video observations requires

specific techniques used to enhance communication of strategies and techniques aimed at improvement.

ROOM TBA

Using Manipulative Letters to Improve Outcomes for Beginning and Struggling Readers

Alice Kaye Emery, University of Florida

Phonemic awareness and understanding of the alphabetic principle are good predictors of reading success. An effective method in promoting these skills is the use of manipulative letters. Presenters will outline the research and demonstrate the use of manipulative letters to improve the outcomes for beginning and struggling readers.

SATURDAY, MARCH 17, 2018
CONCURRENT SESSION THIRTEEN
10:00 am – 10:50 am

ROOM TBA

Never Stop Learning: Online Professional Development Resources

Kimberly Snow, Utah State University

As educators work with students with diverse needs, it's more important than ever to have access to trustworthy information about evidence-based practices. Join IRIS for an interactive overview of our growing collection of professional development resources about EBPs, including our PD Hours Store, Micro-credentials, and School & District PD Platform!

ROOM TBA

Early Childhood Special Education Leaders: A Personnel Preparation Model in Early Intervention/Early Childhood Special Education

Cynthia C. Baughan, University of North Carolina at Charlotte, Jane Diane Smith, University of North Carolina at Charlotte

This presentation reports on an Office of Special Education Programs (OSEP) funded personnel preparation program designed to prepare high quality early intervention/early childhood special education practitioners. Presenters will provide a description of the program, personal experiences, and lessons learned across four cohorts of scholars and phases of completion.

ROOM TBA

Collaboration with Families of Children with Disabilities: Improving Outcomes by Providing Professional Development for Teachers

Margo Collier, University of New Mexico

This presentation focuses on a study, which examined perceptions and attitudes of educators toward collaborating with parents of children with disabilities. Utilizing a digital documentary and online curriculum for inservice K-12 educators, results showed increased recognition of the importance of collaborating with families and improved outcomes for rural special education.

ROOM TBA

Developing and Promoting University and Rural District Partnerships through a Centralized Rural Education Center

Todd Sundeen & Harvey Rude, University of Northern Colorado

The University of Northern Colorado has successfully developed a Center on Rural Education to address the recruitment and retention of rural educators. This presentation will address the Center progress related to district partnerships, unique projects, and priorities initiated to develop pathways for preparation of rural educators in high need areas.

SATURDAY, MARCH 17, 2018
CONCURRENT SESSION FOURTEEN
11:00 am – 11:50 am

ROOM TBA
Storying Inclusive Higher Education Experiences with Students with Intellectual Disabilities

Kristen Love, St. John Fisher College & Martha Mock, University of Rochester

This session will describe a participatory action research activity with 6 students with intellectual disabilities who attended a college in Western New York. Students learned valuable technology skills and were able to share their perspective about college. Participants will learn strategies to support students in sharing their perspective and experiences.

ROOM TBA
Statewide Collaboration for Developing and Delivering Competencies for Teachers of Students with Severe Disabilities

Melinda Jones Ault, University of Kentucky; Ginevra Courtade & Robert Pennington, University of Louisville

The presenters will discuss their state's consortium of all institutions of higher education (IHEs) that prepare teachers of students with severe disabilities. All IHEs collaborated with the state's Department of Education and Professional Standards Board to formulate teacher competencies and share resources so that IHEs could improve teacher preparation statewide.

ROOM TBA
Current Developments in Rural Education Policy: Challenges & Opportunities

Harvey Rude, Colorado Center for Rural Education at the University of Northern Colorado & Kevin Miller, SUNY Buffalo State

This session provides information regarding current federal and state policy initiatives that impact rural education. A variety of strategies are summarized that address current opportunities for recruitment, preparation, and support of educators in rural communities

ROOM TBA
A Systematic, Statewide Implementation Model to Improve Access to Evidence-Based Intervention for Young Children with ASD

Deborah L. Rooks-Ellis, University of Maine; Gretchen Scheibel, Maine Autism Institute for Education and Research

Participants will learn about a collaborative implementation model to achieve statewide scale of sustainable implementation of a naturalistic developmental behavioral intervention implemented within the framework of the statewide Part C program providing EI to children with autism. Preliminary results, indicators of success

and strategies for overcoming implementation barriers are explored.