



ACRES

American Council on Rural Special Education

## 38<sup>th</sup> ANNUAL NATIONAL CONFERENCE

*People, Purpose, & Passion:*

*The Pathway to Success*



**March 7- 9, 2019**  
**Holiday Inn & Suites - Old Town**  
**Alexandria, VA**

# Welcome to the ACRES 38<sup>th</sup> ANNUAL NATIONAL CONFERENCE

## *People, Purpose, & Passion: The Pathway to Success*

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



### **Conference Program Chairs**

*Ginevra Courtade, University of Louisville*

*Pamela Mims, East Tennessee State University*

*Rob Pennington, University of North Carolina, Charlotte*

### **Conference Proceedings Editor & Co-Editor**

*Colleen Wood-Fields, West Virginia University*

### **Conference Headquarters**

*West Virginia University*



### **National Headquarters Personnel**

*Kim Floyd, Headquarters Co-Coordinator*

*Alex Hollo, Headquarters Co-Coordinator*

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

## 2019 ACRES Schedule At-a-Glance and Session Planning Form

WEDNESDAY, MARCH 6, 2019			
3:00 pm - 6:00 pm		Conference Check-In & Registration	Commonwealth Lobby
3:00 pm - 6:00 pm	Silent Auction	<i>Drop off your items!</i>	Commonwealth Lobby
5:00 pm - 7:45 pm	Related Event	<i>Teachers' Night; Fairfax, VA</i>	Off Site
8:30 pm		Board of Directors Meeting	TBA

THURSDAY, MARCH 7, 2019			
	Session type	Session Planner	Location
7:30 am - 5:00 pm		<b>Conference Check-In &amp; Registration</b>	Commonwealth Lobby
7:30 am - 9:00 am		<b>Breakfast</b>	Bistro Restaurant
7:30 am - 5:00 pm	Silent Auction		Commonwealth
8:45 am - 9:45 am	General	<b>Opening Session &amp; Keynote Address</b>	
10:00 am - 10:50 am	Breakout 1		
11:00 am - 11:50 am	Breakout 2		
12:00 pm - 1:30 pm	Social	<b>Lunch &amp; Awards Presentations</b>	Commonwealth
1:45 pm - 2:35 pm	Breakout 3		
2:45 pm - 3:35 pm	Breakout 4		
3:45 pm - 4:45 pm	Breakout 5		
5:00 pm - 5:30 pm	General	<b>Town Hall Meeting</b>	Terrace
5:30 pm - 7:00 pm	Special Event	<b>New Comers / Old Timers Reception</b>	Terrace

FRIDAY, MARCH 8, 2019			
7:30 am - 5:00 pm		<b>Conference Check-In &amp; Registration</b>	Commonwealth Lobby
7:30 am - 9:00 am		<b>Breakfast</b>	Bistro Restaurant
7:30 am - 8:10 am:	Business	RSEQ Editorial Board Meeting	Martin
8:30 am - 1:30 pm:	Silent Auction	<i>Winners must pick up their items by 3:30 pm!</i>	Commonwealth
8:15 am - 9:05 am	Breakout 6		
9:15 am - 10:05 am	Breakout 7		
10:15 am - 11:05 am	Breakout 8		
11:15 am - 12:05 pm	Breakout 9		
12:15 pm - 1:45 pm	Social	<b>Recognition Lunch/Silent Auction ends</b>	
2:00 pm - 2:50pm	Breakout 10		
3:00 pm - 4:30 pm	General	<b>Boardwalk Social &amp; Poster Sessions</b>	

SATURDAY, MARCH 9, 2019			
7:30 am - 10:30 am		<b>Conference Check-In &amp; Registration</b>	Commonwealth Lobby
7:30 am - 9:00 am		<b>Breakfast</b>	Bistro Restaurant
7:00 am - 7:50 am	Business	ACRES Post-Conference Board Meeting	TBA
8:00 am - 8:50 am	Breakout 11		
9:00 am - 9:50 am	Breakout 12		
10:00 am - 10:50 am	Breakout 13		
11:00 am - 11:50 am	Breakout 14		

<b>ACRES OFFICERS 2018-2019</b>		
<b>CHAIR</b> Tina Hudson East Tennessee State University	<b>CHAIR ELECT</b> Todd Sundeen University of Northern Colorado	<b>PAST CHAIR</b> Melinda Jones Ault, <i>ex-officio</i> University of Kentucky
<b>SECRETARY</b> Mark Butler Anderson University	<b>TREASURER</b> Cathy Galyon East Tennessee State University	<b>HISTORIAN</b> Karen Hager Martinez Utah State University
<b>APPRENTICE HISTORIAN</b> Kathleen Magiera SUNY Fredonia		<b>CONSULTING HISTORIAN</b> Corey Pierce University of Northern Colorado

<b>ACRES NATIONAL HEADQUARTERS AT WVU</b>		
<b>Headquarters Coordinators</b> Kim Floyd, Alex Hollo West Virginia University	<b>RSEQ Executive Editor</b> Genevra Courtade University of Louisville	<b>RSEQ Managing Editor</b> Tina Hudson East Tennessee State University

<b>ACRES BOARD OF DIRECTORS 2018-2019</b>		
Pamina Abkowitz Buena Vista University	Dorea Bonneau UNC Pembroke	Mark Butler Anderson University
Toni Shoulders Colson University of Southern Indiana	Wendi Dunham Marshall University	Deborah Rooks Ellis University of Maine
Cathy Galyon East Tennessee State University	Tina Hudson East Tennessee State University	Kathleen Magiera SUNY Fredonia
Karen Hager Martinez Utah State University	Anthony Menendez Cleveland State University	Pamela Mims East Tennessee State University
Veronica Moore Buffalo State College	Robert Pennington University of Louisville	Corey Pierce University of Northern Colorado
Julie Reneau Fairmont State University	David Stockford Funfair-4	Todd Sundeen University of Northern Colorado

<b>ACRES COMMITTEES 2018-2019</b>
♣ <b>Awards/Scholarships:</b> Deborah Rooks-Ellis (Chair), Cathy Galyon, Todd Sundeen, Ann Berry
♣ <b>Conference Planning:</b> Genevra Courtade, Kim Floyd, Alex Hollo, Pamela Mims, Rob Pennington
♣ <b>Editorial Board Liaison:</b> Tina Hudson
♣ <b>Financial Oversight:</b> Mark Butler, Kim Floyd, Cathy Galyon, Alex Hollo, David Stockford
♣ <b>Governmental Relations:</b> David Stockford (Chair), Matt Jameson, Harvey Rude, Kevin Miller
♣ <b>Membership:</b> Susan Schultz (Chair), Ann Berry, Pamina Abkowitz, Karen Hager-Martinez, Tori Colson, Tina Hudson, Dorea Bonneau
♣ <b>Nominations and Elections:</b> Todd Sundeen (Chair), Rob Pennington
♣ <b>Historians:</b> Karen Hager-Martinez (Chair), Kathleen Magiera, Cory Pierce
♣ <b>Partnerships/Marketing:</b> Melinda Ault (Chair), Julie Reneau, David Stockford, Rob Pennington, Pamela Mims, Deborah Rooks-Ellis
♣ <b>Silent Auction:</b> Kim Floyd, Cathy Galyon

## All are welcome at these Special Events

### Silent Auction

*Wednesday, 3:00 pm - 6:00 pm / Thursday, 7:30 am - 5:00 pm / Friday, 8:30 am - 1:30 pm*  
**Commonwealth Ballroom**

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.  
**ITEMS NOT PAID FOR AND COLLECTED BY 3:30 PM WILL GO TO THE NEXT BIDDER**

### Town Hall Meeting

*Thursday, 5:00 - 5:30 pm*

*Terrace (Commonwealth Ballroom in case of inclement weather)*

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*

*Terrace (Commonwealth Ballroom in case of inclement weather)*

New and established members are invited to mingle and socialize.  
*Light appetizers and a cash bar will be available.*

### Boardwalk Social

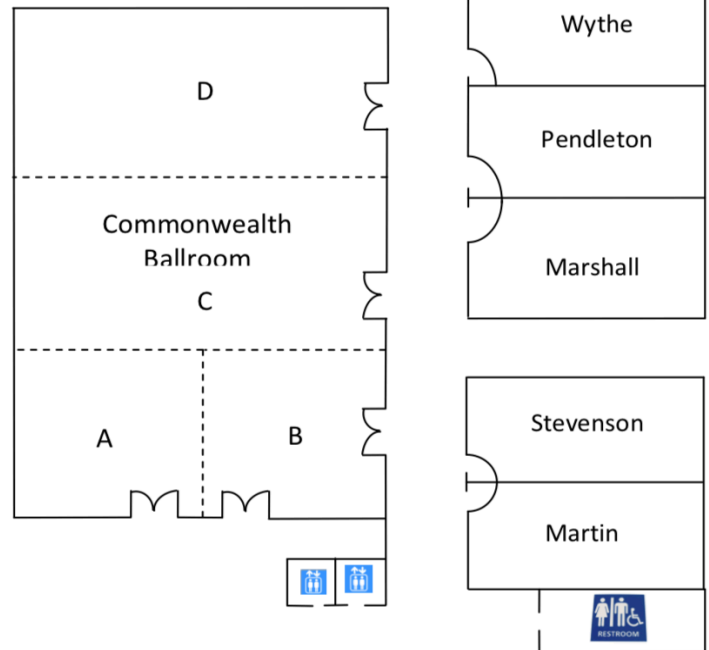
*Friday, 3:00- 4:30 pm*

**Commonwealth Ballroom**

Share some informal social time and enjoy assorted Boardwalk snacks like Ms. Vickie's Chips, Salt Water Taffy, Thick Fudge Brownies, Cotton Candy, Soft Pretzel Nubs with Cheese Sauce, Popcorn and Fruit Salad.



### Conference Area





# 2019 ACRES Conference Keynote Speaker

## Johnny Collett

OSERS Assistant Secretary, U.S. Dept. of Education

Keynote Address:

*ReThinking Special Education*

**THURSDAY, MARCH 7**

**Opening General Session: 8:45 a.m. – 9:45 a.m.**

*Commonwealth Ballroom*



Office of Special Education and Rehabilitative Services (OSERS) Assistant Secretary Johnny Collett will discuss OSERS' work through the lens of OSERS framework, which prioritizes rethinking all aspects of how we better serve infants, toddlers, children, youth, and adults with disabilities. Collett will discuss OSERS' commitment to support states in their work to raise expectations and improve outcomes for children with disabilities, to provide flexibility within the constructs of the law, and to partner with parents and families, and diverse stakeholders.

Johnny Collett, a former high school special education teacher, has served as the program director of Special Education Outcomes at the Council of Chief State School Officers (CCSSO) and as the Kentucky state special education director. Johnny has also served as an assistant division director and exceptional children consultant, both at the Kentucky Department of Education. He leads OSERS towards its mission to improve early childhood, educational, and employment outcomes and raise expectations for all people with disabilities, their families, their communities, and the nation.

OSERS comprises the Office of Special Education Programs, which administers the *Individuals with Disabilities Education Act (IDEA)*, and the Rehabilitation Service Administration, which administers titles I, III, VI, and VII, as well as Section 509 of the *Rehabilitation Act of 1973*, as amended by title IV of the *Workforce Innovation and Opportunity Act (WIOA)*. OSERS' Office of the Assistant Secretary administers a number of special projects.

# 2019 ACRES Conference Full Schedule

THURSDAY, MARCH 7, 2019

7:30 am – 5:00 pm: Conference Check-In & Registration	Commonwealth Lobby
7:30 am – 9:00 am: Breakfast	Bistro Restaurant
7:30 am – 5:00 pm: Silent Auction	Commonwealth Ballroom

## Opening Session and Keynote Address

8:45 am – 9:45 am  
Commonwealth Ballroom

**Welcome:** Tina Hudson, Board Chair

**Overview of Conference:** Ginevra Courtade, Pamela Mims, Rob Pennington, Conference Co-Chairs

**Introduction of Keynote Speaker:** Tina Hudson, Board Chair

**Keynote Speaker:** *Johnny Collett, Asst. Secretary of OSERS, US. Dept. of Education*

**Keynote Address:** *ReThinking Special Education*

### BREAKOUT SESSION ONE

10:00 am – 10:50 am

#### ORION Sexuality Education for Students with Significant Cognitive Disabilities in Rural Schools: What's Next for Research and Practice?

*Joanna Ryan, J. Matt Jameson, Olivia Coleman, University of Utah*

Presenters will describe the results of a statewide survey to identify perceptions and needs of special education teachers in rural school districts concerning sexuality education for students with intellectual and developmental disabilities. Participants will learn practical and research implications from these study results, seated within fieldwide sexuality education research.

M  
A  
R  
T  
I  
N

#### Fields of opportunity: Innovative Programming for Developing Multicultural Communities at a Rural Midwest University

*Pamina Abkowitz & Robbie Ludy, Buena Vista University*

Despite challenges to provide multicultural settings, smaller, rural IHEs often struggle to attract, serve (academically/socially), and retain international students. This session shares the innovative programming and utilization of local resources of a small, rural university to provide enhanced experiences and develop a greater sense of community for all stakeholders.

P  
E  
N  
D  
E  
L  
T  
O  
N

#### Community Based Curriculum in Rural Areas: Bridging the Gap

*Veronica M. Moore & Sherry Jones, University of New Mexico*

Participants will learn innovative strategies that can improve educational outcomes for pre-service teachers through collaboration and community partnerships. Presenters will share how they are participating in a cross-departmental and community collaboration to transform the dispositions of pre-service teachers to be inclusive, family-oriented, and culturally responsive towards their students with disabilities.

S  
T  
E  
V  
E  
N  
S  
O  
N

#### Leaders Leading Change: Recruiting and Retaining Administrators Who Create School Cultures Where All Students Learn

*Suzanne Martin & Dena Slanda, University of Central Florida*

This presentation will highlight the significance of preparing diverse school leaders with the knowledge and skills required to implement federal legislation (e.g., ESSA) and positively impact their schools and surrounding communities. School leaders are in unique positions to create school culture that enable all learners to achieve to their fullest.

M  
A  
R  
S  
H  
A  
L  
L

#### Examining Opportunities and Obstacles for Inclusive Practices in Rural Schools: Perspectives from General and Special Educators

*Todd Sundeen, University of Northern Colorado*

Inclusion is becoming more prevalent in many rural districts. Results of a survey of general and special educators in small rural districts regarding their perspectives on inclusion will be presented. Results of a teacher focus group will also be presented. Implications and suggestions for improving inclusive practices will be shared.

W  
Y  
T  
H  
E

<b>BREAKOUT SESSION TWO</b>		<b>11:00 am – 11:50 am</b>
<p><b>Interventions to Support Positive Bus Behavior for Students with Emotional/Behavioral Disabilities</b>  <i>Kathleen M. Randolph, University of Colorado-Colorado Springs; Brittany Hott, Texas A &amp; M Commerce</i>                      Student misbehavior on the school bus is common. Many schools discipline students with removal from the bus. For student with IEPs this practice impacts FAPE and restricts their access to education. This study used eCheck-in/Check-out to improve bus behavior of students with emotional/behavioral disabilities in a rural area.</p>	M A R T I N	
<p><b>Sanctuaries, “Special Needs,” and Service: Faith Community Leader Perceptions on Including Children with Disabilities</b>  <i>Jared Stewart-Ginsburg, the University of North Carolina at Charlotte</i>                      Religion can play an important role in the life of a child with a disability and their family, yet studies indicate that many families struggle to feel supported by faith communities. What perceptions do faith community leaders hold? This session will share results from a mixed-methods study and discuss implications.</p>	P E N D E L T O N	
<p><b>Fiscally Sustainable Postsecondary Education Programs for Students with Intellectual Disabilities: Using All Resources Available</b>  <i>Kristen Love &amp; Whitney Rapp, St. John Fisher College</i>                      Although there has been a 40% increase in postsecondary education programs for students with intellectual disabilities, some institutions are challenged with sustaining and supporting an inclusive option on their campuses. This session explores how one institution successfully included students with ID by utilizing existing natural resources from the campus community.</p>	S T E V E N S O N	
<p><b>Benefits and Barriers to Increasing Shared Responsibility Between General and Special Educators in Rural Schools</b>  <i>Ann B. Berry, Plymouth State University</i>                      Research indicates shared responsibility when educating students with disabilities can positively affect teachers and students. The term shared responsibility will be defined from the perspective of teachers in two rural districts: what tasks, how, and where responsibilities were shared, along with barriers and benefits to increased collaboration and student outcomes.</p>	M A R S H A L L	
<p><b>Transition Experiences of Navajo Individuals with Intellectual Disabilities and Their Families</b>  <i>James K. Ingram, Northern Arizona University</i>                      This session will present experiences of Navajo students with ID as they transition from high school into adulthood, focusing on the incongruences between Western and Navajo cultures surrounding transition. The Navajo perspective exposes potential transitional outcomes that allow Navajo students with ID to contribute to their communities.</p>	W Y T H E	

## Congratulations to the 2019 Award Recipients!

**Eagle Award:** *Recipient will be announced at the award luncheon.*

### Exemplary Program Awards

**Pre-service/In-service Training:** *Exceptional Student Services and Instruction Department, Buena Vista University*

**Services in Inclusive Settings:** *Tri County Shared Services Agreement*

**Vocational Training and Transition:** *Lions Connected*

**Educational Technology:** *National Center on Accessible Educational Materials for Learning*

### RSEQ Awards

**Research Article of the Year Award:** Justin D. Garwood, Margaret G. Werts, Cheryl Varghese, and Leanne Gosey, *Mixed-Methods Analysis of Rural Special Educators’ Role Stressors, Behavior Management, and Burnout*

**Reviewer of the Year Award:** *Will be announced at the award luncheon.*



**Lunch & Awards Presentations**

12:00 pm – 1:30 pm. Commonwealth Ballroom

**Overview & Introduction:** Tina Hudson, Board Chair

**Eagle Award for Leadership** presented by Tina Hudson, Board Chair

**Program & Research Awards** presented by Deborah Rooks Ellis, Awards Committee Chair

**Article & Reviewer Awards** presented by Ginevra Courtade, RSEQ Executive Editor

**Luncheon Speaker: Dr. Tom Farmer**

*Adapting Research and Professional Development to the Needs of Diverse Rural Learners: Considerations from the Directed Consultation Approach*



Tom Farmer is a professor in the applied developmental psychology program in the School of Education at the University of Pittsburgh. He grew up in the Appalachian Mountains of Virginia. After completing his BA in philosophy, he worked for several years as a support specialist for young adults with severe disabilities in both residential and vocational settings. He completed an MA in special education with a focus on students with emotional and behavioral disorders (EBD) and behavioral disorders (EBD) and worked as a teacher-counselor for several years in a Project ReEd program for students with EBD. Dr. Farmer completed his PhD in special education at the University of North Carolina at Chapel Hill with a focus on applying developmental science concepts and methods to the development and evaluation of programs for students with and at-risk for disabilities. His research has focused on the social inclusion of students with disabilities, bullying, managing classroom social dynamics, and professional development supports for teachers with diverse learners. Much of his research has been conducted in rural schools in the South, the Deep South, and the Appalachian regions of the United States. From 2004-2010, he served as the director of the first rural research and development center funded by the Institute of Education Sciences.

**BREAKOUT SESSION THREE**

1:45 pm – 2:35 pm

<p><b>Marketing and Recruitment Strategies in Special Education Rural Alternative Teacher Preparation Programs</b>  <i>Janet Kim &amp; Jenny Wells, University of Hawaii at Manoa</i>                  A review of seventeen alternative teacher preparation (ATP) programs were analyzed using a recruitment and marketing framework. Application of the findings will be shared and contextualized within an OSEP personnel development grant targeting rural, remote, and disadvantaged areas. Implications for teacher preparation personnel will be discussed.</p>	M A R T I N
<p><b>Learning Beyond the Classroom: New Hampshire’s Extended Learning Opportunities (ELOs)</b>  <i>Steve Bigaj &amp; Betsy Street, Keene State College</i>                  Extended Learning Opportunities (ELOs) are an important program option for students with disabilities in NH High Schools as an alternative pathway to achieving high school credits. Components of an effective ELO, how to create ELOs, ways to develop ELOs in your program, and other helpful resources will be shared.</p>	P E N D E L T O N
<p><b>Exploring Developmental, Social, Academic and Family Support Concerns for Fathers of Children with Autism</b>  <i>Mark Brown, Daemen College</i>                  Thirteen fathers were surveyed to examine developmental, social, academic and family support in relation to their child with autism. A focus group was formed. Four questions asked pertained to the fathers’ perspectives of their child’s family and community involvement. Results determined fathers needed specific teacher, peer and community supports.</p>	S T E V E N S O N
<p><b>Lights, Camera, Action! Creating Video Case Studies for Pre-Service and Novice Teachers in Rural Areas</b>  <i>Julie Reneau &amp; Catherine Price, Fairmont State University</i>                  Given the complexities of rural special education, candidates in teacher preparation programs benefit from instruction that connects course content to culturally responsive practice. This presentation will illustrate how case-based video instruction can be used to help candidates adapt to classroom situations and address the unique needs of individuals with exceptionalities.</p>	M A R S H A L L
<p><b>Publishing in and Reviewing for Rural Special Education Quarterly</b>  <i>Ginevra Courtade, University of Louisville; Tina Hudson, East Tennessee State University; Robert Pennington, University of North Carolina at Charlotte; Susan Schultz, St. John Fisher College</i>                  In this session, members of RSEQ’s editorial team will discuss guidelines for publishing in and reviewing for the ACRES journal. They will discuss how to get a positive outcome, the electronic submission system, and reviewer requirements.</p>	W Y T H E

<b>BREAKOUT SESSION FOUR</b>		<b>2:45 pm – 3:35 pm</b>
<p><b>Supporting Provisionally Licensed SPED Teachers at a Distance: Teacher Education Program Design and Learning Template</b>  <i>Rebecca Burlison, Lincoln Memorial University</i>                      Participants will learn about candidate experiences as they navigate the early days of a first-year SPED teacher and meeting the requirements for provisional licensure to teach SPED. Participants will leave session with a copy of a learning template developed in response to candidate concerns about time management and preparation.</p>	M A R T I N	
<p><b>Improving the Effectiveness of Pre-service Teachers and Increasing K-12 Student Response Rates and Academic Outcomes</b>  <i>Sara Beth Hitt, East Tennessee State University</i>                      The presenter will discuss bridging the theory to practice gap by providing pre-service teachers specific evidence-based practices that (a) are easily implemented in the clinical setting with all ages, abilities levels and content (b) increase student response rates and (c) improve both K-12 student and teacher candidate outcomes.</p>	P E N D E L T O N	
<p><b>Building Partnerships to Meet the Unique Needs of Rural Special Education</b>  <i>Moderator: Ann Berry, Plymouth State University</i>  <i>Panelists</i>  <i>Melinda Ault, Past-Chair of ACRES, Chairperson of Partnerships and Marketing Committee</i>  <i>Sarah Brasiel, Education Research Scientist, National Center for Special Education Research</i>  <i>David Emenheiser, Rural Lead, Office of Special Education and Rehabilitative Services</i>  <i>Deborah Rooks-Ellis, University of Maine, Reporting on Virginia Rural Health Association</i>  <i>Harvey Rude, University of Northern Colorado, Colorado Center for Rural Education</i>                      Panelists representing national and regional organizations (ACRES, OSERS, National Center for Special Education Research, Rural Health Association, and CO Center for Rural Education) will discuss their role in collaborative partnerships to meet special education, health, and human service needs in rural areas. Participants will explore future partnership opportunities.</p>	S T E V E N S O N	
<p><b>Comparing the Effects of Computer-Assisted Instruction with and without Video Stimuli to Teach Science Content</b>  <i>Bethany R. McKissick, East Carolina University</i>                      This presentation will compare the data from two computer-assisted intervention packages to teach science content to middle school students with autism and intellectual disability. Participants will examine factors that impacted each interventions efficiency including challenges in rural school setting.</p>	M A R S H A L L	
<p><b>Educating Very Young Children with Disabilities: A Call to Action</b>  <i>Suzanne Martin, Dena Slanda, Hannah Ehrli, &amp; Shiva Jahani, University of Central Florida</i>                      Access to high quality preschool is critical if we wish to transform education and ensure success for all our children in an inclusive school culture. This presentation will focus on a research study that examined various strategies and practiced theoretical principles of the global state of early childhood education.</p>	W Y T H E	

*Did you know you can...*

**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 will be available after the conference at the ACRES web site at <http://acres-sped.org/conference>.

**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>.

<b>BREAKOUT SESSION FIVE</b>	<b>3:45 pm – 4:45 pm</b>
<p><b>Expanding Connections Project: Special Education Undergraduates, Adults with Disabilities, and Community Partners Collaborative Practices</b>  <i>Cynthia Baughan &amp; Mark Butler, Anderson University</i>                      This presentation shares an innovative approach for providing special education teacher candidates with authentic experiences for working with adults with disabilities and local agencies. Presenters will provide a description of the program, personal experiences, and lessons learned from the first year.</p>	M A R T I N
<p><b>Ideas that Work: Easy Access, Free of Charge Resources</b>  <i>David Emenheiser, OSERS U.S. Department of Education</i>                      This session will be a not-to-miss resource-packed demonstration of the tools, training modules, and resources from OSEP-funded projects. All are available online, instant access and for no fee. The session is designed for practitioners and leaders at school- and district-level as well as those involved in personnel preparation and professional development. These resources have been used effectively to improve classroom and district practice as well as improve the quality of teacher training and professional development programs.</p>	P E N D E L T O N
<p><b>Improving Outcomes for Writers with Developmental Disabilities in Rural Settings: Using Autonomous Technological-Based Interventions</b>  <i>Robert C. Pennington, University of North Carolina-Charlotte; Pamela J. Mims, East Tennessee State University</i>                      The presenters will describe an IES funded evaluation of an innovative technology for teaching writing to students with developmental disabilities. They will describe the critical elements of the intervention package and its special relevance to rural educators without access to professional development on teaching writing to this unique population.</p>	S T E V E N S O N
<p><b>Are Rural Students Receiving FAPE? A Descriptive Review of IEPs for Students with EBD</b>  <i>Brittany L. Hott &amp; Rachel Scarcelli, Texas A&amp;M-Commerce</i>                      This presentation shares results of an Individual Education Program (IEP) review that focused on social, emotional, and behavioral components. Although IEPs reviewed were somewhat compliant, they failed to comprehensively address student needs or align across areas, violating the spirit of IDEA. Recommendations and future areas of inquiry are provided.</p>	M A R S H A L L
<p><b>Challenges faced by rural teachers in using Co-teaching</b>  <i>Jonathan Chitiyo, University of Pittsburgh at Bradford</i>                      This presentation will outline some of the challenges encountered by rural special education and general education teachers working in inclusive classrooms when using co-teaching. Attendees will learn some execution strategies that can be undertaken to address the challenges.</p>	W Y T H E

**Recognize Someone! Nominate a Program or Person for one of these ACRES Awards:**

**Eagle Award**

In some years, ACRES awards 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>.

7:30 am – 5:00 pm: Conference Check-In & Registration	Commonwealth Lobby
7:30 am – 9:00 am: Breakfast	Bistro Restaurant
7:30 am – 8:10 am: RSEQ Editorial Board Meeting	Martin
8:30 am – 1:30 pm: Silent Auction ( <i>Bidding closes today. Winners must pick up items by 3:30 pm.</i> )	Commonwealth

<b>BREAKOUT SESSION SIX: ROUNDTABLE TALKS</b>	<b>Commonwealth, 8:15-9:05 am</b>
<p><b>All presentations during this session will be in the roundtable format.</b> Select three topics and visit the first table of your choice. After 15 minutes, a signal will indicate it's time to rotate to your next selection.</p>	
<p><b>Table 1: Is There a Fox in the Henhouse? Alternative Licensure Programs in Rural Appalachia</b>  <i>Debra Lockwood, Wendi Dunham, Marshall University College of Education and Professional Development</i>                      This session will provide an overview of alternative special education licensure programs in rural areas examining: characteristics, attrition, costs, and teacher performance. Presenters will discuss a rural alternative licensure program in West Virginia. The participants will learn about the benefits of ALP as well as challenges.</p>	
<p><b>Table 2: Intentional Teaching: Teaching with Purpose and Igniting Passion in Rural Preschool/Elementary Special Education Classrooms</b>  <i>Wendi Dunham &amp; Deb Lockwood, Marshall University</i>                      Participants will learn how and why: (a) Preschool and elementary special education classes require both intentional (planned) and unintentional (unplanned) experiences to facilitate active and meaningful child engagement/learning; (b) Intentional teaching that is reflective of real-life experiences of rural special education children could increase the child's passion for learning.</p>	
<p><b>Table 3: Planning with Your Co-Teacher</b>  <i>Tori Colson, University of Southern Indiana</i>                      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.</p>	
<p><b>Table 4: Examination of Inclusive Practices in Rural and Urban Music Education: Perspectives from the Field</b>  <i>Anastasia White, Heather Haynes Smith, Trinity University</i>                      This roundtable will share findings from a mixed methods study of rural and urban secondary music educator perceptions on inclusion and inclusive supports. Findings suggest secondary music educators desire professional development and specific strategies for inclusion. We will discuss these findings and the implications for music educator teacher preparation.</p>	
<p><b>Table 5: Co-Teaching in Teacher Preparation Programs in Rural School Districts</b>  <i>Brittany Garling, Erica Boettcher, Buena Vista University</i>                      Resources are scarce amongst rural school districts leading them to find alternative strategies, such as co-teaching, to reach a wide array of students within a continuously changing educational system. Teacher preparation programs need to model new strategies through co-teaching and differentiation especially with English language learners and special education students.</p>	
<p><b>Table 6: Going Digital with Field Supervision Data Collection</b>  <i>Karen D. Hager, Utah State University</i>                      This session will describe the process used to convert paper-based data collection forms used for practicum/student teaching observations to digital forms. The forms are based in Excel and use macros to enable automated scoring. In addition to describing the development process, I will demonstrate using a tablet with a touchscreen.</p>	
<p><b>Table 7: Improving Study Outcomes for Students with Executive Functioning Challenges</b>  <i>Christopher J. Rivera, East Carolina University</i>                      This presentation will review the effects of a goal setting and a task analysis (protocol) intervention in assisting college students who experience difficulties with executive functioning. Discussions on how to develop self-autonomous and self-determination skills will be shared. Implications for practice in higher education institutions will also be discussed.</p>	
<p><b>Table 8: Integrating UDL and Mathematics Teaching to Meet the Needs of Rural Students</b>  <i>Sheryl Rushton, Shirley Dawson, Weber State University</i>                      Participants will explore how UDL principles and mathematics practices can support each other through critical thinking, problem-solving, and hands-on exploration for both students and teachers. Presenters and participants will generate practical methods to implement UDL, Standards for Mathematical Practices, and Mathematics Teaching Practices for all.</p>	

<b>BREAKOUT SESSION SEVEN</b>		<b>9:15 am – 10:05 am</b>
<p><b>Tips for Building a College Support Program for Students with Autism: What We Know Now</b>  <i>Julie Reneau &amp; Catherine Price, Fairmont State University</i>            Beginning a college career is difficult for students on the autism spectrum; support programs can make the difference between college success and failure. This session will provide tips for creating programs to assist students with autism and the benefits for students and the pre-service special educators who support them.</p>		M A R T I N
<p><b>A Survey of Special Educators in Rural Appalachia: Results of Overall Self Efficacy, Stress, and Burnout</b>  <i>Pamela Mims &amp; James Fox, East Tennessee State University</i>            We present a summary of an on-line survey of special education teachers in rural districts of northeast Tennessee, western North Carolina, and southwest Virginia regarding stress, burnout and professional development. A discussion will follow regarding strategies to mitigate stress, burnout, and increase teacher self-efficacy.</p>		P E N D E L T O N
<p><b>People, Purpose, Passion and Lessons Learned: A Rural Collaborative to Prepare Teachers of Visually Impaired</b>  <i>Karen Koehler, Shawnee State University; Margie Briley, Youngstown State University; Douglas Sturgeon, University of Rio Grande</i>            Ohio's multi-institution collaborative to train teachers in Visual Impairment was established in 2017. This presentation will focus on lessons learned during the implementation year and how the challenges that emerged will be addressed and the successes that emerged will be replicated.</p>		S T E V E N S O N
<p><b>The Pathway to Success: Improving Teaching Skills Through Virtual Supervision</b>  <i>Barbara Fiechtl &amp; Karen D. Hager, Utah State University</i>            This presentation will describe several types of remote online supervision used in two distance education programs. Both programs deliver coursework via distance technology and most of the students are in rural communities. Numerous examples of distance technology to observe practicum assignments and provide feedback will be shared.</p>		M A R S H A L L
<p><b>The Effects of a Metacognitive Strategy on the Reading Comprehension of High School History Students</b>  <i>Carollynn Anders, Lori Marks, Candace Bacon, &amp; Lindsey Swank, East Tennessee State University</i>            Presenters will describe a single-subject research study involving professional development in the RAP metacognitive strategy and a teacher's implementation of the strategy in her high-school history courses. The participants will learn about the RAP strategy research, a week-long unit of instruction for teaching RAP, and the results of the study.</p>		W Y T H E
<b>BREAKOUT SESSION EIGHT</b>		<b>10:15 am – 11:05 am</b>
<p><b>Creating Literacy Experiences for All Learners: Guide to Creating Digital, Adapted, and Squishy Books</b>  <i>Kim Floyd, Colleen Wood-Fields, West Virginia University; Cathy Galyon, Eastern Tennessee State University</i>            Participants are encouraged to bring their computers to create a digital storybook with interactive elements. Attendees will participate in the creation of an adapted and squishy book to share in their classrooms, teacher preparation instruction or family workshops.</p>		M A R T I N
<p><b>Addressing the Teaching Shortage in Rural Settings: Strategies That work</b>  <i>Harvey Rude &amp; Valerie Sherman, Colorado Center for Rural Education at the University of Northern Colorado</i>            Rural school districts often find recruiting and retaining teachers difficult. However, these challenges are not insurmountable. During this presentation, staff from the Colorado Center for Rural Education at the University of Northern Colorado will discuss a range of strategies used to ameliorate the teaching shortage in rural Colorado.</p>		P E N D E L T O N
<p><b>Milan Cares: Improving Social Emotional Intervention and Climate in a Rural District</b>  <i>Allison Howland, Indiana University; Kathryn Havercroft, Eastern Illinois University.</i> This study examined a District-Wide Initiative to improve the climate and culture of three schools in a rural community through Social Emotional Programming and Student Support Services. Multi-year longitudinal analyses indicated significant increases in several aspects of school climate as measured by a validated tool, the Delaware School Climate Survey.</p>		S T E V E N S O N
<p><b>An Analysis of Shared Reading Using Alternative Books with Preschoolers with Severe Disabilities</b>  <i>MaryAnn Demchak, Chevonne Sutter, University of Nevada, Reno</i>            This study focused on engagement of young children with severe, multiple disabilities with traditional thematic preschool books and non-traditional thematic "squishy" books during shared reading. The objective of the study was to determine if the use of "squishy" books increased literacy engagement and interactions for the children.</p>		M A R S H A L L
<p><b>Distance Education and the Rural Future Teacher</b>  <i>Carlos A. Flores, Jr., Angelo State University</i>            Advances in technology have allowed Institutes of Higher Learning (IHL) to change the delivery of many programs. Individuals who live at great distances from IHLs no longer have to leave home but can earn degrees from the comfort of their own homes.</p>		W Y T H E



<b>BREAKOUT SESSION NINE</b>		<b>11:15 am – 12:05 pm</b>
<p><b>Promising Practices for Students with Fetal Alcohol Spectrum Disorders</b>  <i>Laura Hutton, Haford Community College</i>                      Prenatal exposure to alcohol is the leading cause of birth defects in the US. This presentation by an educator, who is also a parent of a child with a fetal alcohol spectrum disorder (FASD), will discuss characteristics and interventions. Interventions discussed are effective with diverse students including those without FASD.</p>	M A R T I N	
<p><b>Statewide Survey of Rural Elementary Special Educators' Perceptions of and Experiences with FBA Processes</b>  <i>MaryAnn Demchak, University of Nevada, Reno</i>                      We will present results of a cross-sectional survey conducted with elementary special educators in rural school districts in a western state. The survey focused on perceptions of and experiences with FBA processes. Respondents reported confidence levels with implementing various procedures and interpreting results as well as barriers to conducting FBAs.</p>	P E N D E L T O N	
<p><b>Examining Rural Special Education Teacher Candidates' Use of the MotivAider to Increase Opportunities to Respond</b>  <i>Tina Hudson, Sara Beth Hitt &amp; James Fox, East Tennessee State University</i>                      It is critical that practitioners and those in training be informed of and strongly committed to the use of evidence-based practices. This study aims to provide valuable instruction and data collection on special education teacher candidate use of the MotivAider, a self-monitoring device for research and improvement of student behavior.</p>	S T E V E N S O N	
<p><b>Special Education Make and Take</b>  <i>Carlos A. Flores, Jr., Angelo State University</i>                      New teachers are often not prepared to create visual schedules and other activities for students in their classrooms. This session details a make and take session held for pre-clinical teachers with hands-on activities to help prepare for the creation of these items in their future classrooms.</p>	M A R S H A L L	
<p><b>Improving IEP Teams: Facilitative Skills for Resolving Conflict</b>  <i>Mary Anne Fleury, Colorado Department of Education</i>                      In rural education, finding someone to neutrally facilitate difficult meetings is a struggle with the lack of resources. Providing tools for special educators to facilitate their own meetings supports a collaborative process with families. This session will provide educators with tools to successfully lead IEP meetings while maintaining positive relationships.</p>	W Y T H E	

## Recognition Lunch

12:30 pm – 1:45 pm

*Close of Silent Auction is at 1:30!*

**Recognition of Outgoing/Incoming Board Members:** Tina Hudson, Board Chair

**Plans for the Coming Year:** Todd Sundeen, Chair-elect

**Silent Auction Report:** Kim Floyd and Cathy Galyon, Co-Chairs

### People with A Passion: Early Members Recount the Mission, Evolution, and Impact of ACRES

ACRES' Historians have documented the history and development of ACRES as an organization from the perspective of its original members. Through survey and follow-up interview data we explore the evolution of ACRES from its original mission to current foci as well as the organization's impact over the past 37 years.



Kathleen Mageira

The State University of Fredonia



Ann Berry

Plymouth State University



Melinda Ault

University of Kentucky

## 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 or Headquarters Coordinators for assistance.

<b>BREAKOUT SESSION TEN</b>		<b>2:00 pm - 2:50 pm</b>
<p><b>Rethinking Special Education Partnerships, Support, and Flexibility: Implications for Policy and Practice</b>  <i>J. Matt Jameson, University of Utah; Mark Butler, Anderson University; Harvey Rude, Colorado Center for Rural Education; David Stockford</i></p> <p>The Office of Special Education and Rehabilitative Services (OSERS) released a framework to guide actions and efforts to improve early childhood, educational, and employment outcomes and raise expectations for all people with disabilities, their families, their communities, and the nation. Implications for policy and practice will be discussed.</p>		M A R T I N
<p><b>Principals' Background / Training in and Perceptions of MTSS Procedures: A Statewide Focus Group Analysis</b>  <i>MaryAnn Demchak, University of Nevada, Reno; Joseph Morgan, University of Nevada, Las Vegas</i></p> <p>In order to gain information about principals' understanding of and preparation to implement MTSS at their schools, focus groups were conducted. Transcriptions were analyzed for themes following a qualitative, phenomenological research approach. Themes and implications related to principal preparation and skill in implementing MTSS procedures will be discussed.</p>		P E N D E L T O N
<p><b>Building PROMISE: Increasing Educational and Employment Outcomes for Tribal Youth and Families</b>  <i>Carol Ruddell, ASPIRE/Utah State of Rehabilitation; Tisha Harry, ASPIRE Montana/Disability Employment Transitions Division; David Emenheiser, US Department of Education, OSEP</i></p> <p>American Indian youth are often underrepresented in research initiatives. ASPIRE intentionally planned and targeted supports to meet the unique needs of the youth receiving SSI among tribes in six western states. This session will leverage lessons learned as tools for developing future initiatives in partnership with tribal communities.</p>		S T E V E N S O N
<p><b>Examining the Attributes of The School-Wide Positive Behavior Intervention Support Model That Could Influence Its Sustainability</b>  <i>Jonathan Chitiyo, University of Pittsburgh Bradford</i></p> <p>This presentation will outline the inherent attributes of the SWPBIS model that may influence its sustainability. Attendees will learn about the inherent attributes of SWPBIS and their impact on its implementation and sustainability.</p>		M A R S H A L L
<p><b>Employing a Clinical Field Experience Model with Mentor Teachers and Preservice Teachers</b>  <i>Karin Strohmeyer &amp; Brittany Boeset, Buena Vista University</i></p> <p>Participants will learn about BVU's special education field experience model partnering pre-service teachers with mentor teachers. In this model, pre-service teachers complete course-related field assignments and accumulate team-selected clinical hours with mentor teachers to better understanding current best practices. Opportunity to preview activities and explore implementation will be provided.</p>		W Y T H E

**Boardwalk Social**  
 (during the *Poster Session*; see below)

**3:00 pm – 4:30 pm**  
**Commonwealth Ballroom**

**Poster Session**  
**3:00 pm – 4:30 pm**  
**Commonwealth Ballroom**  
 (Posters can be set up between 2:45-3:00 pm)

<b>POSTER SESSION and SOCIAL</b>	<b>Commonwealth Ballroom AB, 3:00 pm – 4:30 pm</b>
<p><b>1. Pre-Service Teachers’ Attitudes, Knowledge, and Self-Efficacy of Inclusive Teaching Practices</b>  <i>Aeshash Alsarawi &amp; Rumpasri Sukonthaman, University of Northern Colorado, School of Special Education</i>            We will present a quantitative survey study investigating relationships between preservice teachers’ attitudes, knowledge, and self-efficacy about inclusive practices. The findings provide information on developing teacher preparation programs to improve the quality of teaching practices for students with disabilities in inclusive classrooms in rural school settings.</p>	
<p><b>2. What Makes the ME in Peer MEntoring?</b>  <i>Dr. Gerlinde Beckers, Emma Beckers, &amp; Nicole Navarre, Southeastern Louisiana University</i>            Undergraduate student researchers share findings on the self-efficacy and motivation of peer-mentors participating in an inclusive, comprehensive transition, post-secondary program for students with ID in a rural setting. The research consists of both survey and interview data that provides a general understanding of peer mentors involved in the program.</p>	
<p><b>3. Embracing a New Role of Inclusion Coach</b>  <i>Lora Lee Smith Canter, East Carolina University</i>            For a school to have an effective special education program in the 21<sup>st</sup> century, it is imperative to have a special educator that has accepted and is adept in the role of inclusion coach. This poster session introduces and provides concrete support to help special educators embrace this exciting role.</p>	
<p><b>4. Self-efficacy in Co-teaching: A Look at the Impact of Professional Development on Rural High School Teachers</b>  <i>Tori Colson, University of Southern Indiana</i>            The purpose of this quantitative study was to provide practical insight of the impact professional development on co-teaching has on rural high school teachers' self-efficacy. This poster will present how teacher efficacy is influenced by experience in co-teaching and the amount of professional development a teacher has received in co-teaching.</p>	
<p><b>5. Supporting Rural Special Education Teachers Through the National Board Certification Process</b>  <i>Lindsay Diamond, University of Nevada, Reno; Katie Dockweiler, Tonia Holmes-Sutton, Nevada National Board Professional Learning Institute</i>  <i>Ernie Rambo, Nevada National Board Professional Learning Institute</i>            This presentation will provide an overview of a professional development model designed to support rural special education teachers seeking National Board Certification. Specific supports such as, in-person, data coaching, and virtual meetings will be presented and discussed.</p>	
<p><b>6. Using magic tricks to build character: A Pathway to Success</b>  <i>Dan Ezell, University of Central Florida</i>  <i>Colleen Klein-Ezell, Southeastern Louisiana University</i>            Self-discipline and confidence are boosted when students experience magic. Educators need innovative ways to implement meaningful character education. This poster presentation will provide information on the <i>Magic Builds Character</i> after-school enrichment program implemented in a rural school setting that can be replicated to meet the needs of ALL children.</p>	
<p><b>7. Exploring perceptions of preservice teachers as agents of inclusion in rural schools</b>  <i>Holly Rice, Cameron University</i>            Drawing on existing theories of inclusive pedagogy and teacher agency, we explore possibilities for teacher education programs in preparing teachers for their work as advocates for all children. We examine the perceptions of preservice teachers concerning their sense of agency, knowledge and capacity to transform the schools/communities they will serve.</p>	
<p><b>8. Breaking Down Classroom Barriers: Supporting Secondary and Postsecondary Students with Autism</b>  <i>Brooklin R. Jones, University of Maine, Maine Autism Institute for Education and Research; Deborah L. Rooks-Ellis, University of Maine</i>            Individuals with autism spectrum disorder (ASD) in secondary and postsecondary academics present new challenges for instructors in regard to their curriculum plans, classroom structure, and instructional supports. This presentation will be an introduction to identified evidence-based practices for students with ASD in classrooms and strategies for support.</p>	
<p><b>9. Development of Statewide Community Supports: Training, Professional Development and Family Events</b>  <i>Brooklin R. Jones, Deborah L. Rooks-Ellis – University of Maine, Maine Autism Institute for Education and Research</i>            A collaborative partnership between the state DOE and a state IHE, this presentation highlights how states can build statewide community support systems to address the professional development needs of professionals supporting children and individuals with disabilities, and to provide opportunities to families through outreach, information, and social events.</p>	

<b>POSTER SESSION and SOCIAL (cont'd)</b>	<b>Commonwealth, 3:00 – 4:30pm</b>
<p><b>10. Ready for Adolescence: Teachers' Perceptions of Adolescent Literacy and Strategies to Support It</b>  <i>LuAnn Jordan &amp; Chris O'Brien, UNC Charlotte</i>  Presenters will share highlights of a survey completed by school personnel regarding their ability to support adolescent literacy, and discuss how these perceptions may impact students. Participants will learn about the Content Literacy Continuum™ (CLC) and how the focus on Adolescent Literacy has impacted subsequent work in the schools.</p>	
<p><b>11. Impact of Assistive Technology Trainings on Rural Preservice Teachers Perceptions of Readiness</b>  <i>Laura H. King, East Carolina University</i>  Does the integration of specialized training on assistive technology and universal design for learning in a preservice teacher education program impact perception of confidence/readiness in using educational/assistive technology and working with students with disabilities? Results will be shared on senior exit survey data comparing pre/post integration of professional development trainings.</p>	
<p><b>12. Characteristics and Preferences of Millennials and the Related Classroom Implications</b>  <i>Anthony L. Menendez, Cleveland State University; Kim Floyd, West Virginia University</i>  The presentation will review the descriptive characteristics of Millennials as well as their classroom learning preferences. A historical accounting of the uniqueness of this generation will be presented along with instructional strategies that facilitate success.</p>	
<p><b>13. Collaborative Behavior Intervention Plans for English Language Learners</b>  <i>Courtney Miller, West Virginia University</i>  A discussion of ELs that require BIPs and how the process may need modified to meet their diverse needs. Information can assist practitioners in collaborating with school systems and families to develop and implement an effective plan. The presenter will discuss strategies for accommodating ELL students to teach replacement behaviors.</p>	
<p><b>14. Providing Access to Scholars for Teacher Candidates through Synchronous Platforms at Rural Universities.</b>  <i>Robert C. Pennington, University of North Carolina-Charlotte; Pamela J. Mims, East Tennessee State University; Ginevra Courtade, University of Louisville</i>  The presenters will describe the innovative use of synchronous platforms to provide rural special education teacher candidates with presentations from national experts. They will describe the critical elements of this innovative presentation delivery and discuss tips to promote an engaging class.</p>	
<p><b>15. Boundary Spanners: Teacher Education that Bridges the Gap Between Theory and Practice</b>  <i>Veronica M. Moore, Sherry Jones, University of New Mexico</i>  This presentation explores the concept of boundary spanning and the role of boundary spanners in clinical teacher preparation. After establishing historical context and the fragile nature of collaboration between dissimilar institutions, the presenters will identify the experiences, dispositions, and skills that enable a boundary spanner to be effective, especially when working in rural areas.</p>	
<p><b>16. Comparing the Effects of Protagonist Race on Preschoolers' Engagement in Book Reading</b>  <i>Robert Pennington, University of North Carolina- Charlotte</i>  In this poster session, the presenter will describe an investigation of the effects of protagonist race on at-risk preschoolers' engagement in book reading. Findings in relation to rural education will be discussed.</p>	
<p><b>17. Personnel Preparation Redesigned: Serving Culturally Linguistically Diverse Students with Disabilities in Rural Border Schools</b>  <i>Patricia Peterson, Northern Arizona University</i>  Presenters describe components for successful personnel preparation programs (Bachelors, Masters, Doctoral) to meet the needs of culturally linguistically diverse students with disabilities in rural schools on the border with Mexico. Programs focus on developing culturally competent special educators and faculty knowledgeable about challenges and solutions serving diverse rural border populations.</p>	
<p><b>18. Supporting First Year Alternatively Certified Special Education Teachers through Targeted Professional Development in Rural Communities</b>  <i>Holly Rice, Cameron University</i>  Our objective is to contribute to the knowledge base of first-year alternatively certified special education teachers through targeted professional development and then to examine: 1) teacher perceptions of their effectiveness in the classroom, and 2) teacher perceptions of the level and type of support needed during their first-year of teaching.</p>	

**POSTER SESSION and SOCIAL (cont'd)**

**Commonwealth, 3:00-4:30pm**

**19. Simulated Instruction: An Evidence-Based Practice with Important Benefits for Rural Communities**

*Sharon Richter, University of North Carolina at Wilmington*

Session describes results of a comprehensive literature review establishing simulated instruction as an evidence-based practice. Specifically, researcher will share information about simulated instruction to teach community-referenced skills to youth with intellectual disabilities. The researcher will present recommendations for practice (e.g., material selection) and model for instructional planning integrating simulated instruction.

**20. Culturally Relevant Early Childhood Education**

*Loretta A. Serna & Kristopher M. Goodrich; University of New Mexico*

This poster will present findings of a study that explored the impact of an intervention of a residency program for early childhood teacher-candidates (TC) at a BIE-identified school. Results for this phenomenological study will be presented, including how cultural and lack of knowledge of special education influenced the TC experience

**21. The Role of Natural Supports in Post-Secondary Transition for Students with Disabilities in Rural Maine**

*Libby Stone-Sterling, University of Massachusetts - Boston*

Traditional post-secondary transition planning for students in rural communities can be challenging given scarce resources and geographic isolation. The presenter interviewed special educators, parents and young adults with disabilities to explore the role natural supports play in transition planning in rural Maine, and will share those findings.

**22. Effects of a Schema-Based Instructional Intervention on the Word Problem Solving Skills of Elementary Students with Math Difficulty**

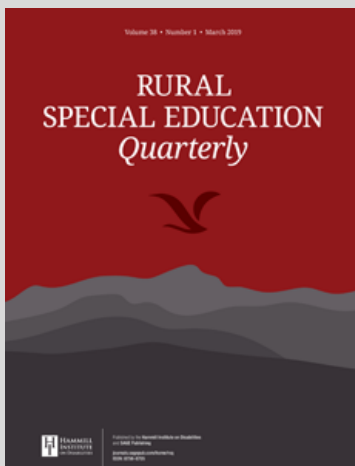
*Campbell Reid & Brittany Hott, Texas A&M University-Commerce*

Schema-Based Instruction is a cost effective, easily implemented strategy that teaches students to identify different types of word problems, then use a corresponding diagram. SBI has empirical support to suggest a proficiency increase with math word problems and comprehension. This study tracked intervention progress of third graders with mathematics difficulty.

**23. Effects of a University Tutor on the Academic Performance of Students Enrolled in a Summer Program**

*Minerva Mirafuentes, Texas A&M University-Commerce*

This presentation will examine rural school/university partnerships and the effects of university students tutoring elementary students. This study explored the effects of university tutor on the math and reading performance of rural elementary students attending an afterschool program.



**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>.



7:30 am – 10:30 am: Conference Check-In & Registration	Commonwealth Lobby
7:30 am – 9:00 am: Breakfast	Bistro Restaurant

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

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

**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.

<b>BREAKOUT SESSION ELEVEN</b>	<b>8:00 am – 8:50 am</b>
<p><b>The necessity of culturally relevant teaching and culturally responsive behavior management: A multicultural perspective</b>  <i>Arnold Nyarambi, East Tennessee State University</i></p> <p>Students of color are twice as likely to have negative socio-educational outcomes and three-to-four times as likely be suspended or expelled from school than their counterparts. Both a pedagogy that promotes cultural responsiveness and is sensitive to behavioral needs is a necessity in order to achieve positive student outcomes. This session will open discussion on the utility of culturally responsive pedagogy and cultural competence in managing classroom behavior.</p>	M A R T I N
<p><b>Practices Impacting Rural Implementation of School-wide Positive Behavior Supports</b>  <i>Kathryn Havercroft, Eastern Illinois University</i></p> <p>This study presents key ideas for beginning the process of training for and implementing a Multi-tiered Schoolwide System (MTSS), Schoolwide Positive Behavior Supports (SWPBS), in a rural district. Through interviews with teachers, administrators and coaches, multiple tips and ideas for how to begin training and implementation were uncovered.</p>	P E N D E L T O N
<p><b>Advocating through Administration: Supporting People, Purpose, and Passion through Departmental and College Leadership</b>  <i>Margaret Bausch, University of Kentucky; Ginevra Courtade, University of Louisville; Pamela J. Mims, East Tennessee State University; Mark D. Butler, Anderson University</i></p> <p>The Administrative role requires one to balance advocacy efforts for faculty/staff, programs, institution, and profession. Presenters in varying leadership positions at four diverse universities offer prospective and current academic leaders a forum to discuss the array of advocacy roles administrators encounter, along with strategies and skills to be successful.</p>	S T E V E N S O N
<p><b>Exploring Site Administrators Perspectives of Evidence Based Practices for Programs for Students with Intellectual Disability</b>  <i>Jodee Prudente &amp; MaryAnn Demchak, University of Nevada-Reno</i></p> <p>Results of a statewide survey on administrator perceptions of evidence-based practices for teaching students with intellectual disability will be presented. Detailed responses and EBPS will be discussed in terms of descriptive statistics. Implications will be discussed regarding administrator awareness and mentoring teachers in meeting student’s needs.</p>	M A R S H A L L

<b>BREAKOUT SESSION TWELVE</b>		<b>9:00 am – 9:50 am</b>
<p><b>Supporting Rural Special Education Students Online through e-Performance Assessments and edTPA</b>  <i>Karena Cooper-Duffy &amp; Charmion Rush, Western Carolina University</i></p> <p>The purpose of this session is to provide participants with information on how to prepare students seeking initial license online in rural settings. These students are required to complete the edTPA portfolio. The assessment is difficult enough for traditional residential students, completing this process online while living in a rural area can add additional challenges.</p>	M A R T I N	
<p><b>Effects of an Electronic Schedule on Independence for a Student with Autism</b>  <i>Ashwag Alghamdi &amp; Pamela Mims, East Tennessee State University</i></p> <p>The researchers will present a study on the effects of using an electronic visual schedules application on a student’s ability to check his schedule to transition throughout his day. An ABAB design was used to investigate the effects of the app on the latency period for checking his schedule and prompts needed.</p>	P E N D E L T O N	
<p><b>A Statewide, Collaborative Approach across IHEs to Evaluate Preservice Teacher Preparation in MTSS Strategies</b>  <i>MaryAnn Demchak, University of Nevada, Reno; Joseph Morgan, University of Nevada, Las Vegas</i></p> <p>Four state-supported IHEs in a western state partnered with the federally funded CEEDAR center to improve teacher preparation. Presenters will discuss outcomes of a syllabi review of these programs, with a focus on how MTSS is addressed with preservice teachers. Participants will engage in sharing strategies used to enhance MTSS.</p>	S T E V E N S O N	
<p><b>Vale la Pena: Tele-Assessing the Verbal Behavior of Children with Autism in Mexico</b>  <i>Lee Mason &amp; Alonzo Andrews, University of Texas at San Antonio</i></p> <p>Here we present the results of research on tele-assessment of the verbal behavior of children with autism in Mexico. Using the Stimulus Control Ratio Equation, we assessed the extent to which the language of children with autism differed from typically-developing children. Recommendations for rural applications will be discussed.</p>	M A R S H A L L	

<b>BREAKOUT SESSION THIRTEEN</b>		<b>10:00 am – 10:50 am</b>
<p><b>Ohio Partnership for Excellence in Paraprofessional Preparation: A Model for University-Rural District Partnerships</b>  <i>Linda Bass-Johnoff, Northwest Ohio Educational Service Center; Lindsey Holeman, Perkins Local School District; Judith Monseur, University of Cincinnati</i></p> <p>This presentation describes a university-rural district partnership designed to effectively employ and deploy paraprofessionals as a component of overall district improvement to improve effective instructional practices for struggling learners. Presenters will share the partnership model, successes and challenges of implementing systemic change in rural schools, and project tools and resources.</p>	M A R T I N	
<p><b>Changing Times and Changing Roles: Preparing Special Education Teachers in Rural Settings</b>  <i>Dena Slanda &amp; Suzanne Martin, University of Central Florida</i></p> <p>Given policies and procedures outlined in federal legislation, special education teachers who work in increasingly inclusive settings have experienced significant changes in their roles and responsibilities. Teacher preparation programs must adapt to better prepare teachers to meet the needs of children with a variety of needs.</p>	P E N D E L T O N	
<p><b>Pathway to Success with Behavior in a PreK Classroom</b>  <i>Cathy Galyon, East Tennessee State University; Kim Floyd, West Virginia University; Anthony Menendez, Cleveland State University</i></p> <p>In this session, attendees will learn the competing behavior pathway and how to document behaviors to determine the best strategies to use with young children with behavior issues. Topics will include visual communication, the use of schedules, and how to collect meaningful data. Handouts on more evidence-based strategies behaviors will be provided.</p>	S T E V E N S O N	
<p><b>Rural Principals’ Preferences Regarding Teacher Candidates</b>  <i>Lindsay Diamond &amp; MaryAnn Demchak, University of Nevada, Reno</i></p> <p>To meet the difficult needs of the current educational landscape, preparation programs should reflect on programing to determine if the needs of rural schools are being met. This presentation will discuss the results of the Rural Principal Perceptions Survey. Implications for preparing general and special education teachers will be discussed.</p>	M A R S H A L L	

<b>BREAKOUT SESSION FOURTEEN</b>		<b>11:00 am – 11:50 am</b>
<p><b>Expanding Family-Centered Teaching Practices: What We Know, What We’ve Learned, and Where We’re Headed</b>  <i>Kristen Love &amp; Susan Schultz, St. John Fisher College</i>                      Policy practices underscore the importance of family-centered teaching practices. This session focuses on clear examples of how one teacher education program embedded experiential education to support candidates in becoming more culturally aware, responsive to family system needs, and confident in supporting family partnerships.</p>		M A R T I N
<p><b>Applying CEC’s Quality Indicators to Current Research on Reading Comprehension Interventions for Secondary Students with Autism</b>  <i>David A. Lojkovic, Fairfax County Public Schools</i>                      In this session we will review recent (2005-current) research on reading comprehension interventions for secondary students with Autism and evaluate these studies by applying the CEC quality indicators for special education research. Identifying evidence-based interventions for all students is essential to meet their needs in the classroom.</p>		P E N D E L T O N
<p><b>20 Years and Counting: The Impact of IEP Facilitation</b>  <i>Joyce H. Little &amp; Robin O’Shea, Key2Ed, Inc.</i>                      IEP Facilitation builds and improves relationships among team members and helps teams collaborate and eliminates unproductive conflict. Participants will learn about IEP Facilitation success stories, recent data on the effects of IEP Facilitation implementation. Presenters will share some tools and techniques to help IEP team members play nicely together.</p>		S T E V E N S O N
<p><b>Early Start MOST: Outreach Services Through Telehealth Providing Access to Early Intervention in Rural Areas</b>  <i>Deborah L. Rooks-Ellis, University of Maine</i>                      Results of a study implementing telehealth practices, embedded within the state's existing Part C framework, to train parents to use evidence-based interventions for their child with autism will be shared. Participants will (1) understand the telehealth model used to increase access of EI services to families with young children with autism in rural areas, (2) learn strategies to support families, and (3) discuss relevance of findings to EI in their own agencies/states.</p>		M A R S H A L L

### **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.

### **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-spced.org/conference>. See the last page of this booklet for details. **San Antonio, Texas**, here we come in 2020!

### **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-spced@mail.wvu.edu](mailto:acres-spced@mail.wvu.edu).

### **Don’t forget to visit our exhibitors, GoReact and Able-Now**

*To find out how to become a exhibitor or sponsor for next year’s conference, stop by the registration desk or email us at [acres-spced@mail.wvu.edu](mailto:acres-spced@mail.wvu.edu)!*

## 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.



Did you know...

The ACRES logo features a bald eagle flying with wings spread, a symbol of independence and strength soaring above a broad range of rural spaces, the embodiment of the organization's spirit, determination, and commitment to its rural mission.

## 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.

## 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, and advocacy efforts at <http://acres-sped.org>. Please find an Application for Membership at <http://acres-sped.org/membership> and join us now!



**ACRES**

**American Council on Rural Special Education**

### Conference Notes & Contacts


**Don't forget to visit our Exhibitor Tables**



<https://get.goreact.com/>



**ABLE-now.com**  
customerservice@able-now.com  
**Contact:** Rebecca Lyons –  
rlyons@virginia529.com



**Join Us at the 39<sup>th</sup> Annual National Conference of the American  
Council for Rural Special Education**

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



**March 5-7, 2020**

**Holiday Inn Riverwalk**

**San Antonio, Texas**

**Deadline for proposal submission will be October 15, 2019**

Additional information about registration fees, hotel rates, and a call for proposals will be posted on the ACRES web site as soon as it is available.

Please share this announcement with colleagues and students.

**Learn more about ACRES and why you should join us at <http://acres-sped.org>**