

**THURSDAY, MARCH 18, 2021**

<i>Session 1 1:00 – 1:25 EDT*</i>	<i>Session 4 2:30 – 2:55 EDT</i>
<i>Session 2 1:30 – 1:55 EDT</i>	<i>Session 5 3:00 – 3:25 EDT</i>
<i>Session 3 2:00 – 2:25 EDT</i>	<i>Session 6 3:30 – 3:55 EDT</i>

*\*Eastern Daylight Time Zone*

<b>BREAKOUT SESSION ONE</b>		<b>1:00 pm – 1:25pm</b>
<p><b>MTSS and English Learners: Implementing a Culturally/Linguistically Sustaining (CLS) MTSS in Rural Community Schools</b>  <i>John J. Hoover, University of Colorado Boulder</i>                      Session presents findings and practitioner implications from a MTSS model demonstration project designed to improve the education and reduce unnecessary referrals of English learners (ELs) in rural community elementary schools. A five-component model will be shared along with teaching tools to support CLS MTSS efforts to reduce special education disproportionality.</p>		A
<p><b>IEP Facilitation in a Virtual World</b>  <i>Mary Anne Fleury, Colorado Department of Education</i>                      COVID-19 has created significant challenges in special education, one being holding effective individualized education program (IEP) meetings. Tele-facilitation allows us to meet deadlines and continue to respect all voices in a virtual format. IEP facilitation services are now provided more efficiently, supporting rural districts to a higher degree.</p>		B
<p><b>Retention Strategies for Speech-Language Pathologists in Rural School Districts</b>  <i>Nikki Murphy, University of Nevada, Reno</i>                      The US Bureau of Labor Statistics projects the demand for speech-language pathologists (SLP) to grow by 25% over the next decade. With increased competition for SLPs, how can rural districts retain the SLPs they recruit? Practical suggestions from SLPs in rural schools will be provided.</p>		C
<p><b>Teacher Academy Pipeline Project: An Approach to Cultivating Rural Special Education Teachers.</b>  <i>Lori Navarrete, Dennis Potthoff; Nevada State College</i>                      Presenters will describe TAPP, an early teacher recruitment program in 12 high schools in Southern Nevada. Presenters will provide suggestions for prospective funding sources, a list of selected national teacher pipeline programs, and descriptions of two key co-curricular organizations to supplement teacher pipeline initiatives in rural high schools.</p>		D
<p><b>I-Connect: A technology-based self-monitoring app</b>  <i>Gretchen Scheibel, University of Kansas; Howard Wills, Kajsa Mullenix-Mohammed, University of Kansas</i>                      I-Connect, a freely available and research-based self-monitoring (SM) app, will be introduced to demonstrate how SM interventions can be individualized (e.g., target behaviors, prompts, and interval length) to meet the uniqueness of students with diverse learning needs. Tips for introducing SM interventions and progress monitoring tools will be included.</p>		E
<p><b>Supporting Teachers During MORE Stressful Times</b>  <i>Jennifer McFarland-Whisman, Debbie Lockwood, Wendi Dunham, Marshall University</i>                      It is likely the pandemic has exacerbated special education teacher shortages, especially in rural states where the problem was already critical. The current presentation will discuss data related to autism teacher retention collected prior to the pandemic, stressors these teachers are currently facing, and how they are coping.</p>		F

<b>BREAKOUT SESSION TWO</b>		<b>1:30 pm – 1:55pm</b>
<p><b>Re-imagining Rural Special Education: Access and Engagement</b>  <i>Dena Slanda, Suzanne Martin, University of Central Florida</i>                      Although the Individual with Disabilities Education Act (IDEA) has guided our work since 1975, the question remains: have we created a strong enough pool of knowledgeable special education administrators who can lead in concert with general education leaders to successfully implement effective programs described in IDEA for students with disabilities?</p>		A
<p><b>Mathematics Interventions for Learners with Disabilities in Rural Schools</b>  <i>Mari Caballero, Emporia State University</i>                      Inclusion is becoming more of the norm in rural areas. Therefore, it is crucial for teachers to receive training in mathematics and special education. This presentation will provide an overview of the common areas in mathematics with which learners struggle and a variety of evidence-based practices for inclusive mathematics classrooms.ma</p>		B

**THURSDAY, MARCH 18, 2021**

<b>BREAKOUT SESSION TWO (cont'd)</b>		<b>1:30 pm – 1:55pm</b>
<p><b>POWR Project: Professional Development with Impact</b>  <i>Kristen Votava, Carol Johnson, University of North Dakota</i>                      This presentation reviews the Partnering for Outcomes with Real Meaning (POWR) Project and data used in a rural state to build program leadership and supports in professional development. During COVID, training through peer mentoring to build strong understanding in the foundations of early intervention was developed with video-conferencing.</p>	C	
<p><b>It's all about the Relationship: Critical Partnerships Between Educator Preparation Programs and P-12 Schools</b>  <i>Steve Bigaj, Keene State College; Laura M. Wasielewski, Saint Anselm College</i>                      The NH Institutions of Higher Education Network developed a framework for Educator Preparation Program (EPP) school partnerships. Participants will learn about components of this framework, key findings from a study of the landscape of school partnerships, and why relationship-building between EPPs and schools is central to our work in uncertain times.</p>	D	
<p><b>E-Learning Skills and Needs of Special Education Teachers in Rural Communities</b>  <i>Kathryn Havercroft, Melissa Jones-Bromenshenkel, Eastern Illinois University</i>                      This session will review data collected in a statewide survey of special education teachers exploring access to, comfort with, and preparation for remote learning during the pandemic. The data has been analyzed specific to those participants who reported working and living in rural communities.</p>	E	
<p><b>Providing Classroom-Based Support to Rural Special Education Teachers and Paraeducators with Bug-in-Ear Technology</b>  <i>Annemarie L. Horn, Jonna Bobzein, Old Dominion University</i>                      eCoaching is a validated procedure that has been shown to improve special education teacher and paraeducator instruction, as measured by skill transfer and sustainability in the classroom context. Further, there are limited barriers to rural settings. Session attendees will acquire information for practical application of eCoaching procedures in rural schools.</p>	F	

<b>BREAKOUT SESSION THREE</b>		<b>2:00 pm – 2:25 pm</b>
<p><b>Rural Native American Students with Disabilities during COVID-19: Challenges and Recommendations</b>  <i>Patricia Peterson, Candi RunningBear, William P. A. Terrill, Adriana Frates, Northern Arizona University</i>                      The COVID-19 pandemic caused serious disruptions in the education of Native American students with disabilities who live in rural and remote areas. This presentation focuses on the challenges, solutions, and recommendations for the future related to educating Native American students with disabilities in rural communities and remote tribal lands.</p>	A	
<p><b>The Narrative of Least Restrictive Environment: A Rural Perspective</b>  <i>Katie McCabe, University of Wisconsin-Madison</i>                      This presentation will highlight findings from a narrative inquiry study to understand how least restrictive environment decisions are made in rural schools. A presentation of results from interviews, observations, and document analysis will provide implications as to how the context of a rural school and community influence inclusive education practices.</p>	B	
<p><b>Re-imagining Assessment: The Use of Concept Maps to Measuring Conceptual Change for Rural Preservice Educators</b>  <i>Jeremy Lopuch PhD, Winthrop University; Debra Lockwood, PhD, Marshall University</i>                      The purpose of this session is to discuss use of concept maps to assess change of teacher candidate thinking on supporting students with disabilities. Implications for instructors in rural pre-service education programs will be discussed.</p>	C	
<p><b>Technology Tools to Support Teacher Candidates' Learning During Covid-19</b>  <i>Julie Reneau, Areej Ahmed, Courtney Miller; Fairmont State University</i>                      Presenters will discuss how technology tools such as Nearpod, VoiceThread, and Edthena were integrated into special education teacher preparation courses to support learning during the pandemic. Information from the session will provide teacher educators with tools to support understanding and application of high-leverage practices during classroom discussions and field placements.</p>	D	
<p><b>Conducting Intervention Research During a Pandemic</b>  <i>MaryAnn Demchak, Nina McCartney, University of Nevada Reno</i>                      This session will present how the challenges of conducting intervention research during the pandemic are being met. Strategies used to implement the study as well as study results will be shared, focusing on using constant time delay to teach sight words to a student with multiple disabilities.</p>	E	

**THURSDAY, MARCH 18, 2021**

<b>BREAKOUT SESSION FOUR</b>		<b>2:30 pm – 2:55 pm</b>
<p><b>On the Other Side of Diversity: Embracing Complexities in Rural Spaces</b>  <i>Anne-Claire Fisher, Pamina Abkowitz; St. Bonaventure University</i>                      Despite increasing demand for diversity-focused education and experiences from both CEC and CAEP, small PWI rural universities often find themselves struggling to provide either. Examining students’ written reflections on “diverse experiences,” the authors critically examine underlying concepts that led to such experiences and how students responded.</p>	<b>A</b>	
<p><b>TVI and O&amp;M Tele-practices: A Survey</b>  <i>Jessica E. Schultz, Mackenzie E. Savaiano; University of Nebraska-Lincoln</i>                      An exploratory survey’s results examining Teachers of Students with Visual Impairments’ and Orientation and Mobility Specialists’ tele-practices will be presented. Attendees will learn about instructional delivery models used, instruction/engagement, preparation/training opportunities afforded to survey participants and instructional opportunities for students with visual impairments and multiple disabilities/English Language Learner status.</p>	<b>B</b>	
<p><b>Working SMARTER not Harder: Maximizing Resources to Support All Students through PBIS in Rural Settings</b>  <i>Janet VanLone, Bucknell University; Laura Kern, University of South Florida; Karen Robbie, University of Maine</i>                      Access to high-quality, sustainable training, and technical assistance can be limited in rural areas. Come learn strategies to maximize available resources such as neighboring schools, peers, and technology to strengthen and sustain school-wide and class-wide positive behavior intervention and support for all students, including students with disabilities.</p>	<b>C</b>	
<p><b>Remote Teaching Preparation and Practices: A Survey of Early Career Special Education Teachers</b>  <i>Karen D. Hager &amp; Barbara J. Fiechtl, Utah State University</i>                      We will present data from a survey of early career special education teachers regarding their preparation/current practices for remote teaching and assessment. Participants responded to questions regarding university-based and district-based preparation for providing remote instruction and conducting remote progress monitoring. They identified their strengths, challenges, and sources of professional development.</p>	<b>D</b>	
<p><b>Development of Vocabulary Matching Measures App</b>  <i>Joanna Stegall, Cindy Baughan; Anderson University</i>                      Presenters will be provided an overview of the research regarding the use of vocabulary matching measures (VMM) for progress monitoring and the current development in converting the paper/pencil version to an app format. Participants will be challenged to consider additional uses for VMM apps in other secondary content areas.</p>	<b>E</b>	
<p><b>Establishing Partnerships During a Rural School Turnaround and Reform Effort</b>  <i>Sandra C. Nichols, University of Memphis; Valerie Oville, University of Southern Mississippi</i>                      Presenters will share the evolutionary process of an organic partnership development model specifically designed with divisions of exceptional children in rural school districts. Descriptions of methodology and concrete examples from studies in rural school districts will be provided that represent each model phase. Participants will engage with the model and in discussion.</p>	<b>F</b>	

<b>BREAKOUT SESSION FIVE</b>		<b>3:00 pm – 3:25 pm</b>
<p><b>Audio Set, Camera On: Good Morning Family! You’re Invited to an Online Home Visit</b>  <i>Kathleen Harris, Seton Hill University</i>                      This workshop will address the critical role of online home visits for families in rural settings. Contributions of online home visits for parent engagement are explored along with benefits of conducting online home visits. Strategies for strengthening parent relationships including the appreciative inquiry approach and parent stories will be discussed.</p>	<b>A</b>	
<p><b>Reaching Educators Through the Wires: Enhancing Functional Behavior Assessments in the Public-School Setting</b>  <i>Jennifer Hamrick, Jennifer Hixson; Texas Tech University</i>                      Research indicates behavior plans in public schools typically lack integrity. We will discuss trainings focused on assessment and intervention strategies to all levels of educators to increase knowledge of assessment skills, implementation, and training procedures necessary for high treatment integrity. Current results will be shared.</p>	<b>B</b>	
<p><b>High Leverage Practices: The Next Stage of Evidence Based Instruction with Diverse Learners</b>  <i>Dennis Cavitt, Emily Rutherford, Midwestern State University; Pam Brezenski, Jessica Broderick, ESU 13 Nebraska</i>                      This interactive presentation, will examine high-leverage practices used to support diverse learners in inclusive rural settings. Twenty-two high-leverage practices from the CEEDAR Center will be shared. Participants will engage in thinking about what they know, that they think they know, and what they want to know about high-leverage practices.</p>	<b>C</b>	

**THURSDAY, MARCH 18, 2021**

<b>BREAKOUT SESSION FIVE (cont'd)</b>		<b>3:00 pm – 3:25 pm</b>
<p><b>Increasing Behavior-Specific Praise in a Rural Classroom</b>  <i>Kathleen M. Randolph, Caroline Chubb, University of Colorado-Colorado Springs; Brittany L. Hott, University of Oklahoma</i>                      We will present an iCoaching study conducted in a rural center-based classroom, where the researcher coached the teacher and two paraprofessionals live and remotely to increase behavior specific praise delivered to the students in the classroom.</p>	D	
<p><b>Using Online Professional Development to Improve Job Satisfaction and Retention of Rural Special Education Teachers</b>  <i>Zackary Rice, Missouri Southern State University</i>                      This session will present recent dissertation findings, including potential methods for improving Rural Special Educator Job Satisfaction, Self-Efficacy, and intent to continue teaching Special Education in a Rural school. Methods identified include online professional development as a means of overcoming geographical and/or professional isolation faced by many Rural Special Educators.</p>	E	
<p><b>Uninterrupted Interventions During a Global Pandemic: Collaboration as Support for Rural Special Education Students</b>  <i>Charles Gonzalez, Lori Allen, Austin Peay State University</i>                      This session will explore the collaborative process between general and special education professors to ensure pre-service teachers have the foundational knowledge needed to increase inclusivity within the classroom environment. The challenges posed by limited resources in the rural setting, especially in pandemic times, will be discussed.</p>	F	

<b>BREAKOUT SESSION SIX</b>		<b>3:30 pm – 3:55 pm</b>
<p><b>I can read! Family and school collaboration that support reading at home</b>  <i>Suzanne Martin, La Sonya Moore, Dena Slanda, University of Central Florida</i>                      Research supports that reading at home increases students' ability to succeed academically in school. Families in a high-need charter school were surveyed to determine the resources and support s needed to establish a home reading program. Results of the survey are discussed. Implications from the findings are presented.</p>	A	
<p><b>Develop Procedurally &amp; Substantively Sound IEP</b>  <i>Brittany L. Hott, University of Oklahoma; Kathleen M. Randolph, University of Colorado-Colorado Springs; Beth A. Jones, Texas A&amp;M University-Commerce</i>                      This session shares lessons learned from three descriptive studies conducted in in partnership with 22 districts serving rural and remote students in the south east. Presenters will share findings, strategies for developing quality IEPs for rural students, and future areas of study.</p>	B	
<p><b>Using Mursion to Provide Professional Development to Rural Special Education Teachers and Paraeducators</b>  <i>Annemarie L. Horn, Olga Karadimou, Old Dominion University</i>                      Mursion, a “mixed reality” environment has been used to improve teaching practices in the field of special education through participation in simulated teaching experiences with human-controlled avatars. Our presentation will highlight applications in rural districts. Sample classroom simulations will be shown, and an open discussion will follow.</p>	C	
<p><b>Partnering with rural communities and schools during COVID 19 pandemic</b>  <i>Arnold Nyarambi, East Tennessee State; Zandile Nkabinde, New Jersey City University</i>                      Presenters will discuss knowledge and information on the threats, challenges, and opportunities in partnering with rural communities and schools during the COVID-19 pandemic. Presenters will open discussion with participants on lessons learned in educational programming and service delivery during the COVID pandemic.</p>	D	
<p><b>Rural Special Education during Pandemic Challenge for Meaningful Implementation of Universal Design for Learning</b>  <i>Donna L. Spencer Pitts, Alabama A&amp;M University; Charles Gonzalez, Austin Peay State University</i>                      Universal Design for Learning promotes positive outcomes for all students, especially those with disabilities. In this session we discuss the requisite resources and learning environment for effective implementation, the added complications of a global pandemic, and the specific challenges faced by rural school districts in this situation.</p>	E	
<p><b>Promoting PROGRESS: Implications of Endrew F. for Students with Disabilities in Rural Settings</b>  <i>Kathleen Pfannenstiel, Rush, Stacia, American Institutes for Research</i>                      The U.S. Supreme Court decision in Endrew F. (2017) clarified that schools must ensure students make progress appropriate in light of their circumstances. This session will clarify its impact on the development of individualized education programs and share how PROGRESS Center can support rural educators in addressing Endrew F.</p>	F	

*FRIDAY, MARCH 19, 2021*

<i>Session 7 1:00 – 1:25 EDT*</i>	<i>Session 10 2:30 – 2:55 EDT</i>
<i>Session 8 1:30 – 1:55 EDT</i>	<i>Session 11 3:00 – 3:25 EDT</i>
<i>Session 9 2:00 – 2:25 EDT</i>	<i>Session 12 3:30 – 3:55 EDT</i>

*\*Eastern Daylight Time Zone*

<b>BREAKOUT SESSION SEVEN</b>	<b>1:00 pm – 1:25pm</b>
<p><b>Paraeducators Training Development in Rural Settings: How to Maximize Impact with Limited Resources</b>  <i>Reesha Adamson, Jessica Nelson; Missouri State University</i>                      The components, development, and training associated with paraeducators in rural education settings can be especially challenging. The unique structure of rural settings, often with limited personnel and available resources can create challenges for recruiting and retaining quality candidates within the field of paraeducation. Presenters will present a proposed model for school and/or district level training as well as rural educator perceptions around training needs.</p>	A
<p><b>Assessing rural student teacher perceptions of preparedness during Covid-19</b>  <i>Shernavaz Vakil, Melina Alexander, Shirley Dawson, Weber State University</i>                      Teacher candidates in the COVID-19 era must be provided with the knowledge, skills and dispositions that will allow them to best serve students with disabilities in rural settings. We surveyed student teachers to determine perceived program strengths and needs. Information will be used to develop resources for future teachers.</p>	B
<p><b>Project RISE: Supports for Alternative Licensure Special Education Teachers</b>  <i>Stacy L. Weiss, Sarah McCarthy, Bethany McKissick, East Carolina University</i>                      This presentation will share the purpose for and development of an alternative licensure program for special education teachers, predominately from rural districts. We will discuss the course work and mentoring supports provided to develop beginning teacher’s content knowledge and pedagogical skills and prepare to be successful with state licensure requirements.</p>	C
<p><b>Working Together Rural Universities Role in Providing Support for Rural Districts</b>  <i>Pamina Abkowitz, Anne-Claire Fisher, St. Bonaventure University</i>                      Presenters will provide an overview of current research regarding how rural universities can work with rural school districts to meet each other's needs. Changing national demographics, shrinking numbers of incoming students, cost and program viability are all issues facing colleges and universities across the country. Rural colleges indicate they need to be flexible, creative, and ready to adapt to the needs of the surrounding community.</p>	D
<p><b>Challenges and Solutions of a Technical Assistance Project During the Pandemic</b>  <i>Chevonne Sutter, MaryAnn Demchak, University of Nevada, Reno</i>                      This session will present how the challenges of providing technical assistance during the pandemic are being met by one technical assistance project - a large, mostly rural state. The technical assistance activities implemented and delivery format currently being used by the project providers during the pandemic will be shared.</p>	E
<p><b>Rural Cochlear Implant Services: Reflections from Parents And (Re)Habilitation Professionals</b>  <i>Natalie Austin, University of Northern Colorado</i>                      A look at service provision for children with cochlear implants in rural areas from the perspective of parents and the professionals who serve them.</p>	F
<p><b>Reimagining Inclusive Higher Education: What do Peer Support Volunteers Have to Say?</b>  <i>Vandyck Adade-Yeboah, Cathy Galyon, East Tennessee State University</i>                      East Tennessee State University is in year 3 of Access ETSU: a program for students with intellectual disabilities (ID) to have a college experience. The program involves peer mentors, who were surveyed about their experiences participating in the program. The results of the survey</p>	G

<b>BREAKOUT SESSION EIGHT</b>		<b>1:30 pm – 1:55pm</b>
<p><b>Who's The Leader - "OOPS"</b>  <i>H. H. (Buddy) Hooper Jr., West Texas A&amp;M University</i>                      Don't waste your time attending a meeting that has not been well organized! This session will present how to have an effective and quality meeting while not wasting your time! We've all experienced walking out of a meeting feeling like nothing was really accomplished and nothing is more frustrating than sitting through a poorly run meeting while thinking about everything else you could be doing and the time you are wasting.</p>	A	
<p><b>Responsive Remote K-12 Teaching Practices to Support Students with Disabilities in Synchronous and Asynchronous Learning</b>  <i>Kristen Love, Rush Henrietta CSD and St. John Fisher College, Susan Schultz, St. John Fisher College</i>                      This session focuses on K-12 remote teaching practices that support students with disabilities, both in asynchronous and synchronous settings. The presenters describe teaching practices that are also responsive to students who experience social and economic disparities. The session heavily emphasizes strategies and application of teaching practices in remote learning spaces.</p>	B	
<p><b>Q Methodology and Special Education Preparation: Sorting Our Way Through Attrition</b>  <i>Bethany R. McKissick, Melissa Wrenn, Sarah McCarthy, East Carolina University</i>                      This study used Q methodology to evaluate an undergraduate special education teacher preparation program based 2012 CEC initial preparation standards. Data were analyzed using factor analysis and thematic analysis in order to draw conclusions about the participants' perceptions of self-efficacy within the context of their programmatic experiences.</p>	C	
<p><b>MTSS to Meet the Needs of Gifted Learners</b>  <i>Jenna Ferrara Frontier Central Schools; Rene' Hauser, St. Bonaventure University</i>                      Multi-tiered systems of supports are widely known to support learning for a widely diverse student population. The session presents a framework for meeting the specific academic and social needs of students who are gifted talented. In-school use of MTSS will be presented, along with teacher perceptions of efficacy.</p>	D	
<p><b>The Voices of Parents: Growth and Development of Young Leadership in a Rural Town</b>  <i>Debra Hailey, Southeastern Louisiana University; Michelle Fazio-Brunson, Northwestern State University</i>                      This qualitative study used Bronfenbrenner's bioecological model of human development as a theoretical base while investigating parental perceptions of contextual influences on children's leadership development. As parents discussed opportunities for their children to develop leadership skills, an unexpected theme emerged regarding the benefits of rural living for young leadership development.</p>	E	
<p><b>Rural SPED Paraeducators Who Self-Select Goals and Receive Real-Time Performance Feedback/Reinforcement May Increase Job Performance</b>  <i>Christina Gabaldon, Northern Arizona University</i>                      This proposal explores approaches in improving rural SPED paraeducators roles and responsibilities by allowing the paraeducator to self-select their own goals while receiving real-time performance feedback and reinforcement. The need for clearly defined roles and responsibilities is necessary when rural paraeducators are working with SPED students/supervisors to complete tasks correctly.</p>	F	

<b>BREAKOUT SESSION NINE</b>		<b>2:00 pm – 2:25 pm</b>
<p><b>Professional Development in Pajamas: Collaborating to Build an Online Training for Collaborative Leaders</b>  <i>Jared Stewart-Ginsburg, University of North Carolina at Charlotte</i>                      This presentation highlights the development and efficacy testing of an online professional development module to train community leaders to support youth and young adults with disabilities. Presenters will share results of their iterative research process in collaborating with rural community leaders to guide development of this module and discuss implications for rural researchers and practitioners.</p>	A	
<p><b>Utilizing Virtual Instruction to Provide Learning Opportunities for Teacher Candidates and Struggling Readers</b>  <i>Susan Keeseey, Danielle Durbin, Caleb Kirchner, Erica Cutright; Western Kentucky University</i>                      COVID-19 challenges both school districts and educator preparation programs. Schools struggle to support all students, especially students with disabilities. Educator preparation programs search for meaningful field experiences. This presentation describes a partnership where special education teacher candidates virtually deliver individualized explicit literacy instruction to struggling readers. Materials provided.</p>	B	

*FRIDAY, MARCH 19, 2021*

<b>BREAKOUT SESSION NINE (cont'd)</b>	<b>2:00 pm – 2:25 pm</b>
<p><b>Trauma Based Inclusive Teaching Strategies and Technology During Covid-19: Perspectives from Rural Special Education Teachers</b>  <i>Debra Lockwood, Jennifer Whisman, Wendi Dunham, Marshall University</i>                      Trauma is one of the largest health issues facing young children today. Additionally, Covid-19 has continued to drain resources in rural schools. The following presentation will focus on research related to the use of trauma based strategies and the use of technology from rural preservice special education teachers.</p>	C
<p><b>Engaging Teams in Meaningful Outcomes in Early Intervention</b>  <i>Carol Johnson, Kristen Votava, University of North Dakota</i>                      In early intervention, family-practitioner collaboration and teaming is vital in writing functional IFSP outcomes. Practitioners struggle to write IFSP outcomes based on what is important to the family. This presentation reviews newly developed guidance documents that aid in this collaborative process.</p>	D
<p><b>Building Self-Determination Skills Through Storytelling</b>  <i>Penny Cantley, Oklahoma State University; Holly Rice, Cameron University</i>                      Self-determination is a critical aspect of transition education. Storytelling is a powerful method for teaching self-determination, and storytelling is suitable for students of all grade levels and abilities. Attendees will learn how to incorporate storytelling activities for the purpose of teaching self-determination knowledge and skills.</p>	E
<p><b>Teachers College Special Education Fellowship Program: A Virtual Residency in Teaching Induction Program</b>  <i>Marj Bock, Mari Caballero, Emporia State</i>                      In this session, the presenters will describe the Teachers College Special Education Fellowship Program (TCSEFP), a virtual residency in teaching induction program for special educators. The TCSEFP supports first year special education teachers working in rural schools throughout Kansas. The presentation will include program evaluation data and funding information.</p>	F
<p><b>Project ECHO: A Revolution in Training and Support Services</b>  <i>Janet Sanchez Enriquez, University of North Carolina Charlotte; Jamie Goodwin, Education Service Center, Region 20</i>                      In March 2020, Education Service Center, Region 20, launched Project ECHO®, an interactive model in response to the unexpected COVID-19 pandemic and work from home order. Project ECHO® proved to transform the delivery of professional development and technical assistance for local education agencies across South Texas, by moving knowledge, not people during a global pandemic.</p>	G

<b>BREAKOUT SESSION TEN</b>	<b>2:30 pm – 2:55 pm</b>
<p><b>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>	A
<p><b>Nurturing Spiritual Care for Families Raising a Child with a Disability: Reclaiming Joy and Confidence</b>  <i>Kathleen Harris, Seton Hill University</i>                      This workshop will discuss the unpredicted journey rural families' travel when raising a child with a disability. The workshop will address how listening to others' spiritual stories and using literature, especial bibliotherapy, with emphasis on spiritual care, can be a strategy for supporting and nurturing families' spiritual needs and growth.</p>	B
<p><b>Using the System of Least Prompts to Teach Nutrition Education Remotely: Implications for Rural Educators</b>  <i>Brianna Grumstrup, MaryAnn Demchak, University of Nevada, Reno</i>                      This presentation will summarize a study focused on using system of least prompts (SLP) on Zoom to teach Nutrition Education skills to high school students with intellectual and multiple disabilities. Graphed results and efficacy of SLP for teaching this skill remotely will be discussed.</p>	C
<p><b>Reimagining Goal-Setting Instruction: Testing Feasibility and Fidelity of a Mobile App</b>  <i>Jared Stewart-Ginsburg, Darcy Fredrick, Valerie Mazzotti; University of North Carolina at Charlotte</i>                      This presentation highlights the results of three single-case studies measuring the usability, feasibility, and fidelity of the Goal-Setting Challenge App. Researchers will share findings on promoting self-determination and technology implementation in rural settings using the App to teach goal-setting to youth with disability, remotely.</p>	D

<b>BREAKOUT SESSION TEN (cont'd)</b>		<b>2:30 pm – 2:55 pm</b>
<p><b>Educating students with disabilities during Covid -19 Pandemic: Lessons Learned in Commerce ISD</b>  <i>David Brunow, Brittany Hott, University of Oklahoma</i>                      Despite funding difficulties and challenges with serving students eligible for special education during a pandemic, there are districts that leveraged the strengths of rural communities to meet students and family needs. Commerce Independent School Districts one exemplar. The purpose of this session is to highlight successes and lessons learned to offer guidance to districts as we continue to navigate challenges associated with the COVID-19 pandemic.</p>	E	
<p><b>Considering Teacher Burnout in Relation to the 8 Dimensions of Wellness</b>  <i>Karin Strohmyer, Pamina Abkowitz, Saint Bonaventure University</i>                      Teacher burnout among rural special educators is often related to school-based characteristics. This project seeks to focus on teacher burnout through the lens of the eight dimensions of wellness to include emotional, physical, occupational, intellectual, financial, social, environmental, and spiritual wellness. By understanding the connection between these dimensions and teacher burnout we can better identify and support more targeted approaches for preventing burnout on a more personal level.</p>	F	
<p><b>ESY2: Collaborating to Design a Summer Instruction and Practicum in Low Incidence Sensory Disabilities</b>  <i>Karen Koehler, Doug Sturgeon Shawnee State University; Greg Williams, Portsmouth City Schools; Emily Magginn, Southern Ohio Education Services Center</i>                      Presentation focus is the regional effort to design a summer instructional program for children with Sensory Impairments. The project will also provide a summer practicum placement for future professionals in Teacher of the Visually Impaired, Teacher of the Deaf &amp; Hard of Hearing, and Certified Orientation &amp; Mobility Specialists.</p>	G	

<b>BREAKOUT SESSION ELEVEN</b>		<b>3:30 pm – 3:25 pm</b>
<b>POSTER SESSION</b>		
<p><b>1. Organizing Teacher Preparation around Core Principles: What that Means for Rural Special Education Teachers</b>  <i>Corrine Murphy, Susan Keeseey, Christina Noel, Kandy Smith, Antonia Szymanski, Janet Tassell, Western Kentucky University</i>                      A regional university developed a five-course core curriculum for teacher candidates across all disciplines. This aligns with the recommendations of the Core Practices Consortium (2013) to develop a teacher candidate that has an underlying knowledge of high frequency teaching practices across instructional settings. The WKU core curriculum will directly impact special educators in rural settings by instilling a common language and providing a wider professional network.</p>	A	
<p><b>2. The Impact of Covid-19 on Access to Inclusive Services for Students with Disabilities</b>  <i>Cramer, Margaret, Northcentral University, Bonneau, Dorea, University of North Carolina, Pembroke</i>                      Since the service delivery issues of Covid-19 have arrived, re-imagining delivery models has become enhanced as new concerns to implementation of the virus restrictions have been identified. The return to a blended model of providing instruction for students with special needs will be covered as well as the needed transition to university instruction.</p>	A	
<p><b>3. Collaboration is Key: Developing Highly Prepared Teacher Candidates Through an Inclusive Clinical Model</b>  <i>Susan Keeseey, Janet Tassell, Nancy Hulan, Christina Noel; Western Kentucky University</i>                      As special education moves toward more inclusive practices, educator preparation programs must develop teacher candidates with the skills to co-teach in a collaborative environment. This presentation highlights a redesigned, inclusive SPED/ELED undergraduate preparation program taught by special education, elementary education, and literacy professors collaboratively modeling co-teaching and inclusive practices.</p>	A	



<b>BREAKOUT SESSION ELEVEN (Cont'd)</b>	<b>3:00 pm – 3:25 pm</b>
<p style="text-align: center;"><b>POSTER SESSION</b></p> <p><b>1. Access and Engagement in Education of Children with Visual Impairments During the COVID-19 Pandemic</b>  <i>Tiffany Wild, The Ohio State University; Penny Rosenblum, American Foundation for the Blind, Tina Herzberg, USC Upstate; Danene Fast, The Ohio State University; Michelle Hicks, University of Virginia Commonwealth</i>                      This presentation will focus on data collected during the Spring of 2020, from over 1400 families of children birth to school-age with visual impairments and the professionals that served them about their experiences during the initial shift made to virtual education as a result of the COVID-19 Pandemic.</p> <p><b>2. Sound Practices in Writing an IEP in Both the Physical and Virtual Classroom Setting</b>  <i>Jessica Rehkopf, Tori Colson; University of Southern Indiana</i>                      This professional development course explains sound practices for special education teachers when writing Individualized Education Plans (IEP). It also will address good practices for conducting IEP meetings within the virtual platform and gives tips for educators to become more successful in navigating the virtual learning environment.</p>	<b>B</b>
<p style="text-align: center;"><b>POSTER SESSION</b></p> <p><b>1. Pre-service Special Education Teacher Reflection and Cultural Reciprocity in Rural Alaska</b>  <i>Adrainne Thomas, Virginia State University, Lee Graham, State University of New York at Oneonta</i>                      The presenters will share the results of a study conducted in rural Alaska, and review the Alaska Cultural Standards as a tool for self-reflection. Participants will have the opportunity to work on the standards in groups. The presenters will also discuss how the standards can be adapted and used as a means to promote teacher growth in rural schools that serve students from culturally diverse backgrounds.</p> <p><b>2. Using Token Economies in the Classroom: Fading it Out</b>  <i>Sarah Heiniger, University of Oklahoma; Kimberly Ventrello, University of Colorado, Colorado Springs</i>                      Both special education and general education teachers will learn how to set up a token economy effectively, how to transition a token economy from special education to general education, and how to fade it out to make reinforcement of student skills more natural.</p>	<b>C</b>
<p><b>Publishing in and Reviewing for RSEQ</b>  <i>Ginevra Courtade, University of Louisville; Melinda Ault, University of Kentucky</i>                      During this session, members of the editorial team of RSEQ will provide guidelines for publishing in and reviewing for the ACRES journal. They will discuss how to get a positive outcome from submission, the electronic submission system, and what is required of reviewers.</p>	<b>D</b>
<p><b>Free Appropriate Education in the Time of COVID-19</b>  <i>J. Matt Jameson, University of Utah; Joanna Ryan, University of North Dakota</i>                      The presenters will describe the impact of COVID on special education service provision with a focus on FAPE requirements and rural challenges. Strategies for teacher’s families will be described.</p>	<b>E</b>

<b>BREAKOUT SESSION TWELVE</b>		<b>3:30 pm – 3:55 pm</b>
<p><b>Tips for Developing Writing Assignment Guidelines for Distance/Remote Learning</b>  <i>Anothony Menendez, Cleveland State University</i>                      Participants will receive instruction on the development and implementation of written assignment guidelines that focus on clarity in terms of content and length. Additionally, constructing rubrics that directly reflect assignment guidelines will be presented. The presentation will conclude by highlighting some of the many benefits associated with clear task instructions and tightly-aligned rubric feedback. Helpful tips for educators, learned via implementation, will be presented.</p>	A	
<p><b>Incorporating High Leverage Practices into Online Practice Opportunities</b>  <i>Channon K. Horn, Kera B. Ackerman; University of Kentucky</i>                      Participants will learn how one university is incorporating High Leverage Practices into online learning opportunities for preservice special educators. Specifically, the presenters will discuss how HLP 8, 16, and 18 have been generalized from the traditional college setting into virtual environments with success.</p>	B	
<p><b>Distance Delivery of Referent-Based Language Instruction in Mexico: A Case Study</b>  <i>Mariana de los Santos, Tania Pasillas, Bloom Children's Center; Alonzo Andrews, The University of Texas at San Antonio; Lee Mason, Cook Children's Health Care System</i>                      In this session presenters will demonstrate how behavior-analytic language instruction can be presented through a live distance delivery model. A case study will be presented through a series of videos to demonstrate the language development of a child with autism in Mexico. At the end of the session, participants will be able to identify elements of successful implementation.</p>	C	
<p><b>Investigating Attitudes About Sexual Development in Individuals with Intellectual Disabilities Among Staff in a Rural Service Provider</b>  <i>James K. Ingram, Northern Arizona University; Monica Attridge, Hozhoni Foundation; Ava Miller, Carlee Stimme, Anthony Slimp; Northern Arizona University</i>                      Youth with intellectual disabilities are often assumed to be asexual and thus excluded from sex education. Post-secondary service providers may be positioned to provide valuable support to this population. This presentation describes research examining staff perceptions at a rural post-secondary provider concerning sexual development needs of clients with intellectual disabilities.</p>	D	
<p><b>A survey of medical doctors who diagnose children with autism spectrum disorders</b>  <i>Karen Eastman, Minnesota State University, Mankato; Marj Bock, Emporia State University</i>                      For many children with autism spectrum disorder (ASD), the pediatrician is the first point of contact to have a conversation with family members. We conducted a national survey research project to determine their experiences with screening and diagnosing children with ASD, and communicating with parents.</p>	E	
<p><b>Teacher Perceptions of Working Conditions During COVID-19</b>  <i>Brittany Hott, University of Oklahoma; Terri Cullen, Arkansas Tech University; Sarah Heiniger, University of Oklahoma</i>                      This session will report findings from a sequential mixed methods study of teacher perceptions of working conditions during the COVID-19 pandemic. Findings from a survey of 386 teachers and 11 purposeful follow up interviews suggest that teachers are experiencing significant difficulty with (1) technology; (2) relationships with colleagues and administrators; (3) IEP compliance; (4) student needs and COVID concerns. Implications for practice and future research directions will be shared.</p>	F	
<p><b>Delivering Educational Services in Rural Regions During the COVID-19 Pandemic</b>  <i>Melinda Jones Ault, University of Kentucky; Ginevra Courtade, University of Louisville</i>                      The presenters will summarize findings from a special topic series on nontraditional instruction during COVID-19 that they co-edited for Rural Special Education Quarterly. Participants will learn what institutions, researchers, and practitioners have done to continue educational services during a time when many schools were closed to in-person instruction.</p>	G	