

First Annual

Richard L. Simpson Conference on Autism

OCTOBER 4 & 5, 2018

Sponsors: Midwest Symposium for Leadership in Behavior Disorders (MSLBD) and The Kansas Technical Assistance System Network (TASN)

Location: KU Edwards Campus • 12600 Quivira Rd • Overland Park, KS 66213

Conference Website: <http://mslbd.org/autism-conference/2018-autism-conference.html>

Keynote Presentations

To Graduation, and Beyond! Planning for Success

Brenda Smith Myles, PhD, President of AAPC Publishing, former Consultant, National and International Speaker, Ohio Center for Autism and Low Incidence (OCALI) and former professor in the Department of Special Education at the University of Kansas

Despite the best efforts of schools and families, some students with ASD do not experience the same degree of success and personal fulfillment in adulthood compared to their nondisabled peers or to students who are receiving services under IDEA categories other than ASD. This presentation will explore what factors drive these differences and what variables lead to stronger adult outcomes.

The Problem isn't the Game, it's the Playbook: How having a Child with Autism Changed our Lives

Drs. Matthew McNiff and Brenda McNiff, Educational Service Unit 5, Beatrice, NE; Matt is a Behavior Consultant and Special Education Director, Brenda is an Administrator for the District

After years of working with children with special needs, Matt and Brenda McNiff were given their very own child with autism. The diagnosis of autism was both unexpected and difficult to overcome. As they managed the news, they found that their parental playbook was no longer effective. They not only needed a whole new playbook, but an entirely new team in which to execute those plays. In the short ten years that they've been parents of a child with autism, they've learned some lessons that helped develop their family into a winning team. Join these two dynamic speakers for an inside look at what it's like to have your life turned upside down and finding acceptance, peace, and love in raising their child with autism.

Overview Conference Agenda

Thursday, October 4		Friday, October 5	
8:00 AM – 4:30 PM	Conference Desk Open	7:45 AM – 3:45 PM	Conference Desk Open
9:00 – 11:30 AM	Workshop Sessions – Set 1	8:30 – 9:30 AM	Keynote 2 - <i>Matt & Brenda McNiff</i>
11:30 AM – 12:15 PM	Lunch Provided	9:45 – 10:45 AM	Concurrent Breakout Set 1
12:15 – 1:15 PM	Keynote 1 - <i>Brenda Smith Myles</i>	11:00 AM – 12:00 PM	Concurrent Breakout Set 2
1:30 – 4:00 PM	Workshop Session – Set 2	12:00 – 1:00 PM	Lunch Provided
5:30 – 7:00 PM	Social Event at Hotel	1:15 – 2:15 PM	Concurrent Breakout Set 3
		2:30 – 3:30 PM	Concurrent Breakout Set 4
		3:30 PM	Conference Adjourns

Conference Registration

Registration is limited to 250 attendees. **Register Early** and take advantage of a **SPECIAL RATE of \$165** only available to the first 175 attendees who register online at the link below. The regular conference rate is \$195, this rate applies to registrations made by mail accompanied by a check or will automatically be charged online after the first 175 registrations have been received.

Register Online: <http://mslbd.org/autism-conference/registration.html>

Included with your registration: Two Keynote Sessions, choice of one morning and one afternoon workshop Thursday, four one-hour breakout sessions with nine sessions to choose from each hour, and lunch is provided both days.

Payment Methods Accepted: 1) Register online or through the MSLBD Office and pay with Visa, Master Card, Discover, or American Express. 2) Mail completed registration form with check payment (\$195 per registration). *Purchase Orders will not be accepted for this event.* The special rate of \$165 is only available to the first 175 participants paying with a credit card, the discount will automatically be applied until spaces are filled.

Cancellation and Substitutions: If you must cancel your registration, please notify the MSLBD Office at manager@mslbd.org, in writing by 5:00 p.m. central time September 4, 2018, to receive a refund less a \$35 administrative fee. No refunds after September 4. Registrations may be transferred to another individual without penalty. No refunds will be provided to those unable to attend the conference.

Hotel Accommodations

<http://mslbd.org/autism-conference/hotel.html>

Visit the MSLBD Conference website for more information about hotel accommodations. The special group rate is available through September 12 or based on availability. Hotels are approximately four miles from the conference center.

Hilton Garden Inn Olathe	Double Queen Breakfast Included	\$142 + tax and fees
Holiday Inn Express Olathe	Double or King Breakfast Included	\$134 + tax and fees

Conference Center Location

Visit our website for detailed information with links to maps, transportation providers, and parking at the conference center, <http://mslbd.org/autism-conference/location.html>

First Annual Richard L. Simpson Conference on Autism is hosted by MSLBD & TASN. The conference center is on the KU Edwards Campus, 12604 Quivira Road, Overland Park, Kansas 66213.

Overland Park and Olathe, Kansas are located on the south side of the Kansas City Metro. Approximately 45 minutes from Kansas City International Airport. We recommend you schedule car service with a company such as SuperShuttle, 5 Guys Transportation, or consider renting a car to travel to and from the airport.

The hotel is approximately four miles from the conference center. Point-to-Point transportation options between Overland Park and Olathe include 10/10 Taxi and Uber.

THURSDAY, OCTOBER 4, 2018

All Day Workshop | 9:00 – 11:30 AM & 1:30 – 4:00 PM

1. Critical Components for Establishing and Intensive Verbal Behavior Program for Students with ASD – two-part session morning & afternoon

This double workshop will present information on setting up intensive verbal behavior programs for students with autism spectrum disorder in classrooms. Specific topics will include the basics of applied behavior analysis (ABA) and in-depth information on the analysis of verbal behavior and its use in improving the language of students with autism. Participants will learn about considerations for selecting instructional goals for children with varying language abilities. Role-play opportunities will be included to practice specific teaching strategies and the data collection system.

Mary Beth Patry, MEd, BCBA, Doctoral Student, University of Kansas, Lawrence, KS and Stacey Martin, MA, BCBA, Autism and Behavior Consultant, Summit Behavioral Services, Lee's Summit, MO

Morning Workshop Sessions | 9:00 – 11:30 AM | choose one session to attend

2. Video-Based Instruction for Students with Autism

This workshop will hone attendees' skills in using and developing video-based instruction for students with autism. This session will include specific information on preparing and using video modeling, video priming, video prompting and various hybrids, and extensions of these procedures. Attendees will also learn about developing video-based instructional approaches to target specific outcomes, including social skills, communication, engagement, and functional skills. Presenters will share existing technologies to address social-emotional learning with an emphasis on emotion recognition. At the end of this workshop attendees will be given guided practice in creating various instructional supports and will understand of the technology skills necessary to independently craft these materials for the students in their care.

Stephen Crutchfield, PhD, Assistant Professor, California Polytechnic State University, San Luis Obispo, CA and Paul LaCava, PhD, Associate Professor, Rhode Island College, Providence, RI

3. A Multi-Tiered Function Based Thinking Approach to Behavior Support

Positive behavior support and functional behavioral assessment are both extensions of applied behavioral analysis and has a strong evidence base. Function based thinking integrates core concepts and components of both positive behavior support and functional behavioral assessment into a multi-tiered system of support to guide efficient and effective responses and interventions for all students. Individuals on the autism spectrum have unique skill deficits that can be directly taught, reinforced and sustained using this model of behavior support in school, community and home settings.

Kaye Otten, PhD, BCBA, Assistant Professor, University of Central Missouri, Warrensburg, MO

4. Creating High Quality Rural Programs for Students with ASD and Intellectual Disabilities

The best teachers are continuously engaged in the refinement of their programs and teaching practice. In this session, the presenter will share a model for teacher-directed program improvement based on a set of quality indicators for educational program for students with ASD and ID. Further, he will provide strategies derived from the research literature and his personal experience for facilitating and maintaining teacher-behavior change.

Robert C. Pennington, PhD, BCBA-D, University of Louisville, Louisville, KY

5. An Update of Case Law and Students with Autism Spectrum Disorders

Students with autism spectrum disorders have a wide variety of needs within the school system. The needs of these students and limited school resources may often lead to a contentious relationship between the parents of the child and the local education agency. Not surprisingly, a vast amount of court cases heard in special education involve students with autism spectrum disorders. This presentation will give an update of case law specific to students with autism spectrum disorders with an emphasis on how schools can avoid common errors in conferring a FAPE to these students.

Mickey Losinski, PhD, Associate Professor and Jessica Nelson, MS, BCBA, Instructor, Kansas State University, Manhattan, KS

Afternoon Workshop Sessions | 1:30 – 4:00 PM | choose one session to attend

6. To Graduation, and Beyond! Planning for Success, continued

Do you work with young adults who have a high potential for success but an unclear path to independence? Do you worry about their transition from high school to adulthood? This workshop will offer valuable strategies for achieving independence, including interventions for self-regulation and mindfulness. Learn how to avoid missteps and resolve ongoing challenges using evidence-based practices and the steps to creating a comprehensive plan to implement these tools in the workplace, for transportation, and in after-work settings. **This workshop is a continuation of the keynote presentation.**

Brenda Smith Myles, PhD, *President of AAPC Publishing, former Consultant, National and International Speaker, Ohio Center for Autism and Low Incidence (OCALI) and former professor in the Department of Special Education at the University of Kansas*

7. How to Use Self-Management Strategies for Students with Autism

This presentation will provide attendees with concrete steps on developing and implementing self-management strategies for students with autism. This will include information on goal setting, self-monitoring, and self-reinforcement interventions. Specific topics covered will include: examples of self-management materials currently at use in the classroom, information on specific prerequisite skills students need to access these treatments, scaffolds for students with autism and cognitive impairments, and guidelines for using these approaches together as a treatment package.

Stephen Crutchfield, PhD, *Assistant Professor, California Polytechnic State University, San Luis Obispo, CA*

8. Sexuality Education for Students with Autism

Students with autism may engage in socially unacceptable sexual behavior, but also express interests in relationships and other aspects of sexuality. Unfortunately, special educators and related service providers receive little or no training in how to support sexuality education-related needs of their students with autism. This session will provide a framework for using evidence-based practices to prevent unacceptable sexual behavior, teach sexuality-related knowledge and skills, and respond to sexual expression by students with autism. Specific recommendations for dealing with inappropriate masturbation also will be presented.

Jason Travers, PhD, BCBA-D, *Associate Professor, University of Kansas, Lawrence, KS*

9. Supporting Educators Serving Students with Autism Spectrum Disorders and Complex Learning Needs

For professional development to be effective and result in systematic implementation of evidence-based practices, administrative support and investment is required (Kucharczyk, S., Shaw, E., Smith Myles, B., Sullivan, L., Szidon, K., & Tuchman-Ginsberg, L. 2012). This training is designed for special education and building level administrators who will be supporting educators serving students with autism spectrum disorders (ASD) and complex learning needs. Participants will be provided with an overview of ASD, Structured Teaching and a classroom support tool that can be used to guide conversations regarding implementation.

Karine Gleason, MEd, *Team Member*, **Lee Stickle, MEd**, *Director*, and **Lisa Holt**, *Secondary Coordinator, TASN Autism & Tertiary Behavior Supports, KS*

Breakout Sessions, Friday, October 5, 2018

9:45 – 10:45 AM | Repeated 11:00 AM – 12:00 PM

B01. Write on! Building Written Language Repertoires in Students with ASD and Intellectual Disabilities

Written expression is essential for full participation in academic, social, and employment contexts. In this dynamic session, the speaker will guide participants through the most recent research in teaching written expression to students with ASD and ID and distill for them a set of practice components that can be used to facilitate their students' success.

Robert C. Pennington PhD, BCBA-D, Associate Professor, Assistant Department Chair, Department of Special Education, University of Louisville, Louisville, KY

B02. Social Strategies for High Functioning Students with ASD

Impairments in social functioning is a primary characteristic of autism spectrum disorders. Indeed, most individuals with ASD lack the social interaction skills needed to develop and maintain successful interactions. Often for those identified as high functioning, these deficits are subtler, yet no less impactful. The purpose of this presentation is to describe a systematic process educators can use to identify appropriate evidenced-based social skills programs. Specific example strategies will be highlighted.

Janine Stichter, PhD, Professor, University of Missouri, Columbia, MO

B03. Strategies for Success: Addressing Executive Functioning Deficits in Students with Autism Spectrum Disorders

Executive functioning (EF) deficits have been associated with several behavioral challenges common in children with ASD. These including restricted interests, repetitive behaviors, stimulus overselectivity, generativity, and deficits in cognitive flexibility. This session will present specific assessment tools and instructional strategies targeting EF deficits commonly experienced by students with ASD.

Lisa Robbins, PhD, Associate Professor and Kaye Otten, PhD, BCBA, Assistant Professor, University of Central Missouri, Warrensburg, MO

B04. How To Do Discrete Trial Training: Creating an ABA-based Teaching Program for Young Children with Autism

This seminar will provide an overview of the new 2nd edition of "How to Do Discrete Trial Teaching" in the How To Autism Spectrum Disorders Series, edited by the late Richard Simpson. The presenter will describe the overall purpose and suggested use for the book, while also providing a brief description of each section. Discrete Trial Teaching covers and incorporates so many of the overall ABA principles and techniques that are needed within any ABA program for a child with ASD, thus this book is subtitled: Creating an ABA-based Teaching Program for Young Children with Autism. This user-friendly book enables university professors, clinical supervisors, clinical directors, etc. to use it as a curriculum guide and assessment tool for training individuals who are new to learning and implementing DTT with children with ASD.

Sonja de Boer, PhD, BCBA-D, Chief ABA Officer, Remi Vista, Inc., Redding, CA

B05. Supporting Play in Preschoolers with Autism Through Peer-Mediated Interventions

This session will present information on peer-mediated play interventions with preschoolers with autism. Specifically, the importance of peer-mediated play with minimal adult interference as a means of enhancing preschoolers' play is discussed. Additionally, a brief description of play development, along with the ways play may differ in children with autism will be provided. Finally, this session will describe strategies for organizing, designing, and implementing peer-mediated play interventions.

Mary Beth Patry, MEd, BCBA, Doctoral Student, University of Kansas, Lawrence, KS

B06. Training and Managing Paraprofessionals in a School Setting

Students with autism spectrum disorder have varying needs and it can be confusing for paraprofessionals to understand how to work with such a wide range of needs in the school setting. This presentation will provide information about how to train and teach paraprofessionals to interact, work with, and use behavior supports for students on the autism spectrum. This session will cover what paraprofessionals need to know and how you can train your paraprofessionals to use evidence-based intervention strategies such as shaping, prompt fading, reinforcement, discrimination procedures, and data collection management.

Jessica Nelson, MS, BCBA, Instructor, Kansas State University, Manhattan, KS

B07. Teaching Play to Young Children with ASD

Teaching play to children with autism is not as easy as it looks. For many young children with autism limited social, communication and imitation skills have a huge impact on their ability to play. Learning to play functionally with toys is often hard work for our young children with autism...and not always fun! In this workshop, participants will learn simple steps for teaching beginning object based play and expanded play schemes to children with autism using evidence-based practices.

Teri McGill, MEd, BCBA, Regional Coordinator, NE ASD Network Omaha, NE

B08. Social Competencies: Supporting Students with Autism

The Kansas State Department of Education has led the way in supporting social and emotional learning for students. Making social competencies part of individualized programs for students with disabilities is critical to their success in school, at home, and in the community – both during school years and after graduation. A focus on a case study, an implementation cycle, and current TASN ATBS resources to support instruction will provide a foundation for supporting student growth in social competencies.

Gail Ferguson, MEd and Lisa Holt, MEd, TASN Autism & Tertiary Behavior Supports, KS

B09. Implementing Structured Teaching in a Classroom to Improve Student Outcomes

The increased prevalence of autism has intensified the demand for effective educational and therapeutic services to support student outcomes such as school readiness and social-emotional skills. There is evidence supporting the use of a comprehensive treatment model (CTM) such as Structured Teaching. (Wong et al., 2013) Schopler and colleagues at TEACCH developed Structured Teaching as a fundamental part of their approach to working with individuals with autism. This presentation will provide an overview of the elements of Structured Teaching as well as a systematic process to implementing those elements in a classroom setting.

Karine Gleason, BS and Peggy VonFeldt, MA, BCBA, LBA, TASN Autism & Tertiary Behavior Supports, KS

Breakout Sessions, Friday, October 5, 2018

1:15 – 2:15 PM | Repeated 2:30 – 3:30 PM

B10. Employment Skills Training for Transition-Aged Youth with ASD

This presentation describes how to implement a variety of evidence-based practices to support transition-age youth with ASD during community-based employment experiences. Step-by-step instructions for applying self-monitoring, technology-aided instruction, and visual supports for employment skills will be shared, with emphasis on social competence, social skills, and task completion at work.

Leslie Bross, MS, Doctoral Student, University of Kansas, Lawrence, KS

B11. Using Evidence-based Practices with Students with Autism Spectrum Disorder

Over the last two decades, the identification and use of evidence-based practices (EBP) has become a critical trend in the field of autism spectrum disorder (ASD). While educators understand the ethical imperative to use effective practices with their students, practical challenges remain. Despite significant advances in research and teaching methods, due to the complexities of scientific findings, differences in EBP terminology and reviews, as well a number of other factors, implementing EBP for students with ASD can be confusing. The presenter will provide an overview of EBP, including definitions and components, identify the guiding questions that should be asked about EBP, discuss a process to choose, use and evaluate EBP, and share how to locate and use free web-based EBP resources.

Paul LaCava, PhD, Associate Professor, Rhode Island College, Providence, RI

B12. Prevalent Practices and Critical Concerns for Individuals with ASD and Complex Communication Needs

Children with ASD who also have complex communication needs (CCN) present particular challenges to practitioners. The presenter will discuss the state of the science with regard to working with this population, drawing from content from recently completed work in collaboration with dear friend and colleague, Rich Simpson. Content to be covered will include the central role of communication in development of practices for individuals with ASD and CCN, evidence-based practices and key features of these practices, unproven treatments, and questions that remain unanswered. This presentation will be relevant to educators, speech-language pathologists, and behavior analysts; family members may also find the content useful and interesting.

Jennifer Ganz, PhD, BCBA-D, Professor, Texas A&M University, College Station, TX and Richard L. Simpson, EdD, in absentia, Emeritus Professor, University of Kansas, Lawrence, KS

B13. ASD Toolkit for Evaluation and Programming

This session will offer participants a variety of tools school teams can use to determine eligibility and programming for students being considered for an autism spectrum disorder (ASD). In addition, presenters will share strategies for examining curricular and school level frameworks for students with ASD as well as looking at assessments used on a daily basis that inform programming decisions.

Brooke Carson, PhD, State Autism Specialist, Exceptional Student Services, Colorado Department of Education and Lee Stickle, MEd, Director, TASN Autism & Tertiary Behavior Supports, Kansas

B14. Skillstreaming for Students with High Functioning Autism

Individuals with high-functioning forms of autism experience social interaction problems, including social excesses, deficits, and failure to understand social situations and expectations. A large body of high-quality research indicates that explicit instruction in a variety of social skills improves the social competence and performance of students with high-functioning autism. This session will introduce a guide for teaching relationship skills, social comprehension, self-regulation, problem-solving, understanding emotions, and school-specific social skills using explicit instruction such as modeling, role-play, feedback, and independent practice.

Ellen McGinnis-Smith, PhD, Consultant, Ankeny, IA

B15. Increasing Social Competence Skills in Young Children with Autism through Individualized Peer-Mediated Interventions

In this presentation, participants will gain knowledge about designing peer-mediated interventions (PMIs) based on individualized assessment processes (e.g., preference assessments) to address the social competence needs of young children with ASD. Specifically, participants will know (a) the impact of PMIs on social competence skills exhibited by young children with ASD; (b) how researchers and practitioners can individualize PMIs to better address the social competence needs of young children with ASD; and (c) how to collect and summarize data in a systematic manner to evaluate the effectiveness of PMIs. Recommendations for application of PMIs in early childhood settings will be discussed.

Jose' Martinez, PhD, Assistant Professor, University of Kansas, Lawrence, KS

B16. Using Visual Supports to Enhance Language and Cognition

"Thought is visible language, and language is a visible thought." For the visual learner, educators can help shape cognitive processes via enhanced linguistic instruction to develop more effective associative and deductive reasoning patterns. Increasing flexibility in cognitive-linguistic reasoning assists those with ASD in accurately thinking about and responding to the world around them. This session focuses on strategies that incorporate visual supports to enhance semantic and syntactic language patterns to teach salient features of a skill or concept while guiding subsequent logical thought patterns of association and reasoning.

Teresa Kemper, MA, CCC-SLP, Private Practice Speech-Language Therapist, Kemper Communication, Lee's Summit, MO & Theresa L. Earles-Vollrath, PhD, BCBA, LBA, Professor, University of Central Missouri, Warrensburg, MO

B17. Too Many Behaviors, Too Little Time! How to Prioritize Target Behaviors

Conducting direct observations along with behavioral interviews and needs assessments can result in myriad target behaviors in need of intervention. This pool of assessment results often leaves us scratching our head while saying, "Where do I even start?" Within this session, learn to identify which behaviors to attend to and change first by answering nine questions designed to prioritize target behaviors.

Peggy VonFeldt, MA, BCBA, LBA and Pam Scharping, MSEd, BCBA, LBA, TASN Autism & Tertiary Behavior Supports, KS

B18. The Early Childhood Autism Certificate: An Innovative Approach to Professional Development

There is currently a waiting list in Kansas for the autism waiver. Families have the challenge of finding daycare and/or early childhood programs with a trained teacher and related service providers who understand autism. Based on a statewide need for autism-specific professional development, the Pittsburg State University Early Childhood Autism Certificate was developed with collaboration from professionals and family members throughout the state. This session will focus on the specialized knowledge and skills taught regarding the characteristics, methods of assessment and evidence-based practices for teaching young children with autism and developmental delays; in addition, previous students will share their new knowledge and skills.

Terri Cooper Swanson, PhD, Sarah Behrens, LMSW, TASN Autism & Tertiary Behavior Supports, KS; Jennifer Oborny and Melanie Garrison

First Annual Richard L. Simpson Conference on Autism – Registration

Register Online: <http://mslbd.org/autism-conference/registration.html>

Name: _____ Email: _____
Address: _____ District: _____
City: _____ State: _____ Zip: _____
Daytime Telephone: _____ Position: _____
Assistant's Name: _____ Email/Phone: _____

Dietary restrictions MUST be indicated here to receive a personalized meal ticket for lunch.

None Vegetarian Vegan Gluten-free Other: _____

Thursday, October 4, 2018

Pre-Registration Required for Thursday Workshop Sessions | Please indicate first selection and alternate

All Day Workshop | 9:00 – 11:30 AM & 1:30 – 4:00 PM

1. Critical Components for Establishing and Intensive Verbal Behavior Program for Students with ASD
two-part session morning & afternoon

Morning Workshop Sessions | 9:00 – 11:30 AM | choose one session to attend

2. Video-Based Instruction for Students with Autism
 3. A Multi-Tiered Function Based Thinking Approach to Behavior Support
 4. Creating High Quality Rural Programs for Students with ASD and Intellectual Disabilities
 5. An Update of Case Law and Students with Autism Spectrum Disorders

Afternoon Workshop Sessions | 1:30 – 4:00 PM | choose one session to attend

6. To Graduation, and Beyond! Planning for Success, continued
 7. How to Use Self-Management Strategies for Students with Autism
 8. Sexuality Education for Students with Autism
 9. Supporting Educators Serving Students with Autism Spectrum Disorders and Complex Learning Needs

Friday, October 5, 2018

Pre-Registration is not required for Friday Breakout Sessions.

Payment of \$195.00 per attendee made out to "Midwest Symposium"

Payment must accompany this form. *Purchase orders will not be accepted for this event. The special rate of \$165.00 is only available to the first 175 participants paying with a credit card.*

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Midwest Symposium for Leadership in Behavior Disorders; PO Box 202, Hickman, NE 68372

Questions may be directed to Keri Frey, manager@mslbd.org, phone 402-792-3057, www.mslbd.org