

**Second Annual
Richard L. Simpson Conference on Autism
October 10 & 11, 2019**



**Board Certified Behavior Analysts (BCBA)
Type 2 CEUs**

Thursday, October 10, 2019

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

3. Augmentative and Alternative and Multimodal Communication for Individuals with Autism: A Conversation

Communication is ubiquitous. Join other stakeholders, including practitioners, family members, researchers, and people with ASD for a discussion. Conversation among these key stakeholders is crucial to ensure adequate attention is given to the needs and desires of the people who will benefit from development and evaluation of new tools to improve communication in this population across all contexts. During this workshop, the conversation partners, presenter, and participants will address critical issues and prevalent practices in multimodal communication, including augmentative and alternative communication, for use with people with autism spectrum disorder. **3.0 BCBA CEUs**

Jennifer Ganz, PhD, BCBA-D, Professor, Texas A&M University, College Station, TX

4. Using Behavior Skills Training to Jump Start Your Social Skills Instruction for Students with ASD

With so many social skills tools and strategies, it can be overwhelming to know where to start. This workshop will highlight evidence-based social skills instruction for students with autism through a Behavior Skills Training framework. Activities will demonstrate how to incorporate existing social skills strategies and curricula to design effective, systematic lessons that produce results. Participants will walk away with quick, step-by-step guides for enhancing instruction to take it to the next level. If you've ever felt stagnant teaching social skills, this is the workshop for you! **3.0 BCBA CEUs**

Sabrina Mitchell, PhD, BCBA, Danielle Wesley, MEd, Angela Chambers, MSE, Autism Behavior Specialists, Lee's Summit School District, Lee's Summit, MO

5. Providing Intensive and Structured Teaching in Inclusive Preschool Classrooms

This session will provide information about the principles and practical strategies of applied behavior analysis (ABA) verbal behavior to target specific language and learning readiness skills. Specifically, attendees will learn structured teaching strategies for teaching skills to preschool children of all abilities in inclusive classrooms. **3.0 BCBA CEUs**

Mary Beth Patry, MEd, BCBA, Doctoral Student, University of Kansas, Lawrence, KS and Michelle Hass, MA, MEd, CCC-SLP, BCBA, Speech Language Pathologist, Behavior Analyst & Autism Specialist, Creating Connections Therapy, LLC, Overland Park, KS

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

7. 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 about how to address the 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. **3.0 BCBA CEUs**

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

Friday, October 11, 2019

Keynote Session | 8:30 a.m. – 9:30 p.m.

Beyond the “ABA vs. Eclectic Debate”: Why are We Making this so Complicated?

Researchers have identified evidence-based practices that can be used to meet the specific needs of individuals with autism spectrum disorder. However, far too often in practice, there is a fixation on using branded and packaged intervention approaches. Research is beginning to suggest that many of these branded interventions share common elements, and it is likely those shared elements are responsible for positive outcomes. This presentation will encourage a return to parsimony in our intervention selection and use. **1.0 BCBA CEU**

Brian Boyd, PhD, Director, Juniper Gardens Children's Project, University of Kansas

Breakout Session | 1:15 p.m. – 2:15 p.m. and repeated 2:30 p.m. – 3:30 p.m.

Using Visual Strategies to Facilitate Conversations and Social Interactions

Regardless of age or cognitive-linguistic level, children with an Autism Spectrum Disorder (ASD) demonstrate unique social skills challenges related to social problem-solving, social appropriateness, and social response. Targeted instruction and support strategies are required to assist these students in navigating the complex and dynamic requirements of everyday situations and achieving more effective and satisfying interpersonal relationships. Visual supports are an effective means for teaching and supporting social skills, including verbal interaction, communicative competence, and use of language assets to exchange thoughts and ideas with others. This presentation will discuss the use of visual strategies and explore tools for teaching conversation and enhancement of social development, such as skills of: initiating a topic, turn-taking, topic maintenance, conversational balance, and fostering appropriate social interactions through “others focused” thinking. **1.0 BCBA CEU**

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