

# Second Annual

# Richard L. Simpson Conference on Autism

## OCTOBER 10 & 11, 2019



**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:** <https://mslbd.org/autism-conference/>

**BCBA Type 2 CEUs Available:** <https://mslbd.org/autism-conference/ceu-credit.html>

## Keynote Presentations

### Nothing About Us Without Us: Perspectives of Autistic Self-Advocates

**Elizabeth Boresow, BMEd**, Music Therapist, High Five, LLC, Lenexa, KS; **Khai Devon, BA**, Training Coordinator Goodwill Western Missouri and Eastern Kansas, Kansas City, MO; **Madison Holcomb**, Board Member, Camp Encourage, Leawood, KS; Moderator, **Leslie Brass, PhD**, Professor, University of North Carolina-Charlotte, Charlotte, NC

Autistic young adults will serve as keynote speakers during this panel presentation. These dynamic young adults will share their perspectives on self-advocacy, transition to adulthood, and plans for the future. A facilitator will guide the discussion. The young adults will also share about their school experiences and how teachers best supported them. Don't miss these inspiring young adults!

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

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

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 CEUs)

## Overview Conference Agenda

### Thursday, October 10

8:00 AM – 4:30 PM	Conference Desk Open
9:00 – 11:30 AM	Workshop Sessions Set 1
11:30 AM – 12:15 PM	Lunch Provided
12:15 – 1:15 PM	Keynote 1 – Panel
1:30 – 4:00 PM	Workshop Session Set 2
5:30 – 7:00 PM	Social Event at Hotel

### Friday, October 11

7:45 AM – 3:45 PM	Conference Desk Open
8:30 – 9:30 AM	Keynote 2 – Brian Boyd
9:45 – 10:45 AM	Concurrent Breakout Set 1
11:00 AM – 12:00 PM	Concurrent Breakout Set 2
12:00 – 1:00 PM	Lunch Provided
1:15 – 2:15 PM	Concurrent Breakout Set 3
2:30 – 3:30 PM	Concurrent Breakout Set 4

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

Registration is limited to 210 attendees. **Register Early** and take advantage of a **SPECIAL RATE of \$175** only available to the first 150 attendees who register online. The regular conference rate is \$205. Registrations sent via mail with checks must pay the full registration rate—only the first 150 online registrations qualify for the special rate.

Early Registration (first 150 to register online)	\$175.00
Regular Registration or by mail with check	\$205.00

**Included with your registration:** 1) Two Keynote Sessions, 2) Choice of one morning and one afternoon workshop Thursday, 3) four one-hour breakout sessions (9 session options run concurrently each hour), and 4) lunch 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 (\$205 per registration). *Purchase Orders will not be accepted for this event.* The special rate of \$175 is only available to the first 150 participants paying with a credit card online. 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](mailto:manager@mslbd.org) in writing by 5:00 p.m. CST, Friday, September 6, 2019, to receive a refund. A \$35 administrative fee will be retained by the MSLBD Office for all cancellations received before September 6. No refunds are available after September 6. Registrations may be transferred to another individual without penalty. No refunds will be provided to those unable to attend the conference. MSLBD events will be held even when inclement weather occurs; refunds will not be granted related to inclement weather. If the event is held, but weather conditions prohibit you from traveling, MSLBD will not provide a refund of your registration fee nor any travel expenses incurred. Events would only be canceled if the event venue informs MSLBD that it is closed or is incapable of holding the event due to flood, fire, natural disaster or governmentally declared emergency. In that case, your registration fee will be applied to a future MSLBD event, but would not be refunded.

## 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 11 or based on availability. The hotel is approximately four miles from the conference center.

Hilton Garden Inn Olathe 12080 S. Strang Line Road Olathe, KS 66062	King or Double Queen Breakfast Included	\$142 + tax and fees
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## Conference Center Location <http://mslbd.org/autism-conference/location.html>

Visit our website for detailed information with links to maps, transportation providers, and parking at the conference center.

**Second 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 which is 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 10, 2019

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

### 1. How to Use Video and Other Technology-Based Interventions with Students with Autism – two-part session morning & afternoon

This full-day workshop will hone attendee skills to plan and use video- and other technology-based instruction for students with autism. This includes specific information on preparing 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. Other topics will include leveraging emerging technologies (e.g., robotics, location-based systems, wearables, etc.), using technology to improve social-emotional learning, and selecting web-based and application-based technology tools for learners with autism. The workshop will include lecture, discussion, demonstration and hands-on guided practice.

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

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

### 2. Planning for Post School Success

This workshop will offer valuable strategies for achieving independence, including tactics for self-regulation and mindfulness. Learn how to avoid missteps and resolve ongoing challenges using evidence-based practices. Upon completion, you will be able to create a comprehensive plan to use these strategies in workplace, transportation, and in after-work settings.

**Brenda Smith Myles, PhD**, Researcher, Consultant, and Author, former consultant of the Ohio Center for Autism and Low Incidence (OCALI) and the Ziggurat Group, as well as a former professor in the Department of Special Education at the University of Kansas, Olathe, KS

### 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

### 6. Brains are Built Not Born: Overcoming the Challenge and Stigma of Executive Functioning Deficits

Deficits in executive functioning skills have been associated with several behavioral challenges common in individuals with ASD such as shifting attention, inhibiting impulses, initiating activity, organizing actions and materials, time management, working memory, and emotional control. These deficits sometimes result in stigmatizing labels such as “lazy”, “scatterbrained”, or “emotionally disturbed”. This session will focus on clearly understanding executive functioning deficits and will outline a proactive approach for helping students with these deficits experience greater success in the school setting through various support and instructional strategies.

**Lisa Robbins, PhD**, Associate Professor, University of Central Missouri, Warrensburg, MO and **Kaye Otten, PhD, BCBA**, Consultant, Summit Behavioral Services, Kansas City, MO

### 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**

### 8. Tips and Tricks for Supervising and Training your Paraprofessionals

A successful special education program requires the help and support of paraeducators. Understanding their roles and responsibilities both in the general and special education classrooms is critical for ensuring your paraeducator is effective. In this session, you will learn strategies to train your paraprofessionals to implement evidence-based strategies with high fidelity. Participants will learn how to train paraprofessionals as well as easy supervision tips, and data collection strategies that will maximize the effectiveness of special education programs.

**Felicity Post, EdD**, Assistant Professor, Peru State College, Peru, NE and **Jessica Nelson, EdD, BCBA, LBA**, Assistant Professor, Missouri State University, Springfield, MO

### 9. Circle of Friends – The Gift of Friendship

Physical inclusion doesn't necessarily equate to social inclusion. Circle of Friends is an evidence-based, peer-mediated intervention designed to develop healthy peer relationships among kids in schools. It can enhance social emotional learning, decrease office behavioral referrals and bullying, and increase student well-being. Weekly meetings and social outings provide opportunities for teachers and other school staff to teach social skills in a natural setting. Students come to look forward to the activities and friendships that can result from this proactive intervention. Learn how to facilitate a Circle of Friends group for your students with autism.

**Mary Schlieder, EdD**, Learning Specialist, Norris 160 School District, Firth, NE

# Friday, October 11, 2019 | Repeated Breakout Sessions

**Morning: 9:45 a.m. – 10:45 a.m. & 11:00 a.m. – 12:00 p.m.**

## **Employment-Related Social Behaviors of Transition-age Youth with Autism**

Success at work requires effective interactions with a variety of people, such as co-workers, customers, and supervisors. This presentation will provide practical strategies for enhancing employment-related social behaviors of transition-age youth with autism in community employment settings. Strategies to promote successful employment across a broad range of professions, including customer service-oriented positions will be shared. Video models from relevant research will be shared to illustrate how transition-age youth with autism can be taught a variety of social skills to enhance job performance.

**Leslie Bross, PhD**, Assistant Professor, University of North Carolina at Charlotte, Charlotte, NC

## **Unique and Positive Aspects of Rural Programming**

This hands-on workshop will introduce participants to the programs in our rural school districts such as community integration, movement rooms, after school programs, collaboration meetings, structured teaching areas, and our lending library. Participants will learn strategies to expand their programs and incorporate functional living skills into their daily teaching schedules.

**Teresa McVey, MS**, Autism Consultant, Chautauqua/Elk Co. Sp. Ed. Coop, Caney, Kansas

## **What's Going On? Identifying Functions and Effective Strategies for Repetitive Behavior**

Many students with autism engage in repetitive behaviors that may appear to serve a sensory function (for example: handcapping, scripting). It sometimes can be difficult to determine the true function of these behaviors. Additionally, if used inappropriately sensory based strategies can inadvertently reinforce interfering behaviors. This session will discuss strategies for educators to identify the function of repetitive behaviors and how to determine the effectiveness of strategies put into place.

**Cortney Fish, MSW, BCBA, LBA**, Training Coordinator, University of Missouri's Thompson Center for Autism and Neurodevelopmental Disorders, Columbia, MO

## **Forming Collaborative Teams Schools and Parents to Meet the Needs of Exceptional Children**

When working with students who require intensive teaching and specific behavior interventions, school and home teams have to work together to ensure student success. Teams do not always agree on the best intervention which can cause tension between those working with students. To ensure consistency between environments, teams must work together for student success.

**Jean James**, Blue Valley School District, Overland Park, KS

## **Let's Play! Developing Social Skills for the Young Child**

For the young child, play is the foundation for developing lifetime social competencies. This session focuses on using evidence-based, child-centered activities to explicitly teach play skills resulting in improved social competence. A discussion of foundational steps will provide participants insight about the role adults and peers have in fostering play, communication, and social engagement.

**Lori Chambers, M.S., CCC/SLP**, TASN Autism and Tertiary Behavior Supports, Kinsley, KS and **Mary Pat Brun, MA**, TASN Autism and Tertiary Behavior Supports, Wichita, KS

## **Strategies to Help Your Students Say, "Yay" not "Nay," about School**

Reducing problem behavior in the classroom starts with us! As educators, we oversee the antecedents and consequences within the environment. Learn strategies to increase on task behavior while reducing problem behavior within the classroom.

**Pam Scharping, MEd, BCBA, LBA**, TASN Autism and Tertiary Behavior Supports, Wichita, KS

### **Starting the Conversation- Navigating ASD and a Child's Mental Wellness**

It is our hope that SPEAK UP will provide education & awareness, bridging gaps between our community, schools and parents. Encouraging conversations with your children, provide parents information on how to identify warning signs, and offer resources if you think your child is at risk. Most importantly, we want to end the stigma associated with mental illness and teach kids that it is okay to ask for help.

*Jennifer Levinson, MEd, Community Outreach Facilitator, SPEAK UP Suicide Prevention Education Awareness for Kids United as Partners, Leawood, KS*

### **The Three "Hows" of a Power Struggle: How to Manage, How to Recover, How to Avoid**

The advice "never get into a power struggle" is easier said than done. A power struggle is identified simply as a conflict in which a student refuses to comply with a teacher's request and the teacher continues to engage the student. These struggles take valuable time away from a student's education and can damage the teacher/student relationship. The characteristics of a student with high functioning autism make him especially vulnerable to power struggles. It is important for educators to recognize the signs of an oncoming power struggle and avoid it. Unfortunately, those signs are easy to miss and educators find themselves in the middle of a conflict. At this point, it is managing and recovering from the struggle that becomes important.

*Kathy Brodie, MEd, TESOL, Academic Counselor, St. Teresa's Academy, Kansas City, MO*

### **Functions of Behavior: The Early Intervention of Applied Behavior Analysis**

This seminar will provide an overview of the principles and processes for determining the functions of challenging behaviors demonstrated by children with autism spectrum disorders (ASD). Behavior intervention plans cannot be determined or implemented UNLESS there is first an analysis of why the child is engaging in a problem behavior. Functional behavior assessment is the heavy duty work that you do up front so that later you and the child reap the benefits of that work - enabling the child (and family) to have a more meaningful, socially and educationally beneficial life.

*Sonja de Boer, PhD, BCBA-D, Independent Consultant, Modesto, CA*

## **Afternoon: 1:15 p.m. – 2:15 p.m. & 2:30 p.m. – 3:30 p.m.**

### **Foundational Supports and Interventions for Elementary Students with Autism Spectrum Disorders**

With the ever increasing number of students diagnosed with ASD, it is imperative to recognize a set of interventions and strategies that benefit all students on the spectrum. Students with ASD are increasingly included in general education settings which means the unique characteristics of these students provide challenges for special education teachers and general education staff. This presentation addresses effective practices for students with ASD, identifying methods that are foundational for learners' educational success which includes following the routines of the class, reducing challenging behaviors, increasing time on-task, increasing communication skills, supporting social interventions, and helping students progress academically. Included basic supports all teachers of students with autism-related disabilities should have in place for elementary age learners with ASD.

*Jennie L. Long, PhD, Associate Professor of Early Childhood Unified and Program Coordinator for Early Childhood Unified, Emporia State University, Emporia, KS*

### **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 CEUs)

**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

### **An Introduction to Camp Encourage & the Positive Impacts of Supports Focused on: Emotional Well Being, Self-Esteem, Social Development, Recreation, and Skills of Independence**

Attendees will be provided an overview of Camp Encourage, a nonprofit in the Kansas City area that provides overnight camps and social connection opportunities for youth with autism spectrum disorder. As a past special educator, the presenter will share lessons learned in the unique setting of an overnight camp while emphasizing the importance of emotional well being, social competency, and recreation skills for support and growth.

**Kelly Lee, MEd**, Co-Founder & Executive Director, Camp Encourage, Kansas City, MO

### **Sex Matters: The Unique Presentation of Autism in Females and Overview of the Girls Night Out Model**

This session will highlight the unique characteristics of autism in females and the secondary impact of prevalence that potentially exacerbates risk for co-occurring mental health conditions. Most of the session will focus on interventions to promote overall social-emotional health and an overview of the Girls Night Out (GNO) model, a social skills and self-care program designed specifically for girls and young women with autism. Dr. Jamison will highlight key elements of the program, demonstrate strategies and supports utilized within sessions, and present meaningful outcomes for participants and their families. She will discuss a paradigm shift from designing programs towards constructing models that promote inclusive communities for individuals of all abilities, including new efforts to “scale up” the GNO model and supports across the lifespan.

**Rene Jamison, PhD**, Associate Professor & Licensed Psychologist, Center for Child Health and Development, University of Kansas Medical Center, Kansas City, KS

### **REsTRAIN Yourself: Components for Reducing Emergency Safety Intervention**

Participants will learn the six research-based components to guide and retrain a team on an approach to reducing Emergency Safety Interventions (ESI) within a school or district that is sustainable over time. The six components include leadership oversight, use of data to inform practice, performance development, use of prevention supports, student and family engagement, and debriefing techniques. This training is designed to provide teams with tools to develop an action plan to reduce ESI, develop goals for reducing ESI, monitor and increase treatment integrity, develop an oversight plan, develop a staff recognition plan, and structure debriefing techniques.

**Nichole Hitchcock, MEd**, Kansas Autism and Tertiary Behavior Supports Project Staff, Ottawa, KS

### **When It Is More Than Autism**

This session will introduce participants to the most common co-occurring conditions identified in the population of people with ASD. Our discussion will center around the interventions that can be used to address the educational barriers that these conditions create. The focus of this session is on effective, preventative practices and not on differential diagnosis or dual diagnosis. Participants will learn evidence-based practices, strategies, shared interventions and supports that work for all students regardless of diagnosis or exceptionality.

**Melissa Woods, LCSW**, Behavior Consultant, TASN Autism and Tertiary Behavior Supports, Wichita, KS and **Lee Stickle, MEd**, Director, TASN Autism and Tertiary Behavior Supports, and Director, School Mental Health Initiative, Kansas State Department of Education, Lenexa, KS

### **I Can't Be There Every Moment! Using Self-Management to Support Social Skills**

Self-Management is an evidence-based practice that supports individuals ages 3-21. Using this strategy to support students' practice, mastery and generalization of social skills allows students to gain independence in social competencies across settings and contexts. A discussion of the components and examples of its use will prepare participants to implement this practice in programs supporting autistic students.

**Lisa Holt, MEd**, Secondary Coordinator, TASN Autism & Tertiary Behavior Supports, Sedan, KS and **Gail Ferguson, MAEd**, TASN Autism and Tertiary Behavior Supports, Derby, KS

### **Thinking Outside the Box: Addressing the Social/Emotional Needs within the Classroom Experience for Early Childhood Students with a Diagnosis of an Autism Spectrum Disorder**

Our TIPPS (Teaching Intensive Programming and Play Skills) classroom was designed and implemented at the early childhood level to systematically teach social/play/emotional regulation skills to students on the autism spectrum prior to the social demands of kindergarten. Participants of this session will gain an understanding of the program, the assessments and curriculums used, and identify qualifications for classroom and classroom structure.

**Katie Cook, PhD**, *Autism Specialist, Olathe School District, Olathe, KS*

### **SODA: A Social Interaction Learning Strategy for Students with Autism**

Students with autism struggle to make sense of social interactions. This causes serious challenges in all areas of their lives and contributes to feelings of isolation, frustration, decreased self-regulation, and victimization from bullying. SODA is a metacognitive learning strategy to support students grades K-12 with ASD in making sense of the social interactions occurring around them throughout the school day. The SODA strategy, the research supporting its efficacy, guidelines for implementation, and data collection procedures to evaluate the overall efficacy of this intervention will be presented. The session will include participant interaction and conclude with a Q&A.

**Marjorie Bock, EdD**, *Emporia State University, Overland Park, KS*



# Second Annual Richard L. Simpson Conference on Autism – Registration

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

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

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

None  Vegetarian  Vegan  Gluten-free  Other: \_\_\_\_\_

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## Thursday, October 10, 2019

*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. How to Use Video and Other Technology-Based Interventions with Students with Autism - two-part session morning & afternoon

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

2. Helping Autistic Students Plan for Post School Success  
 3. \*Augmentative and Alternative and Multimodal Communication for Individuals with Autism: A Conversation  
 4. \*Using Behavior Skills Training to Jump Start Your Social Skills Instruction for Students with ASD  
 5. \*Providing Intensive and Structured Teaching in Inclusive Preschool Classrooms

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

6. Brains are Built Not Born: Overcoming the Challenge and Stigma of Executive Functioning Deficits  
 7. \*Sexuality Education for Students with Autism  
 8. Tips and Tricks for Supervising and Training your Paraprofessionals  
 9. Circle of Friends – The Gift of Friendship

*\*Workshops available for BCBA CEUs*

## Friday, October 11, 2019

*Pre-Registration is not required for Friday Breakout Sessions.*

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**Check Payment of \$205.00 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 \$175.00 is only available to the first 150 participants paying with a credit card.**  Please contact me, I would like to pay 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](mailto:manager@mslbd.org), phone 402-792-3057, [www.mslbd.org](http://www.mslbd.org)