



Sixth Annual Richard L. Simpson Conference on Autism

October 3 & 4, 2024

**BEST Conference Center
12600 Quivira Rd
Overland Park, KS 66213**

**Sponsored by
Midwest Symposium for Leadership in Behavior Disorders (MSLBD)
The TASN Autism and Tertiary Behavior Supports Project (ATBS)
Missouri's Project ACCESS**

Sixth Annual Richard L. Simpson Conference on Autism

WELCOME

On behalf of the Midwest Symposium for Leadership in Behavior Disorders (MSLBD) The Kansas Technical Assistance System Network (TASN), and Missouri's Project ACCESS we welcome you to the Sixth Annual Richard L. Simpson Conference on Autism. This conference honors our friend and colleague, Dr. Rich Simpson, who was a leader in the field of special education for children and youth with autism. Rich had a vision to provide a professional development opportunity specifically for educators who serve students with autism. Rich's commitment to evidence-based practices is evident in the speakers and workshops represented during this annual event.

We hope that you will gain new insights, establish professional contacts, and obtain new perspectives to meet the ever-changing educational challenges of improving the lives of children and youth with autism. In planning this conference, we recognize the critical role that competent and caring school leaders play in addressing the needs of students with autism in a variety of contexts. We hope to share with you information and effective practices across a wide range of issues and topics and offer opportunities to network with your colleagues. We are offering 10 CEU's for Board Certified Behavior Analysts this year. If you are a BCBA needing type 2 CEU's make note of the sessions that offer these as indicated in the session description or listed here, <https://mslbd.org/autism-conference/certificate-of-attendance-bcba-ceus.html>.

All conference attendees are welcome to attend a social event Thursday, October 3 at the Hilton Garden Inn Olathe, 12080 S. Strang Line Road, Olathe, Kansas. Bring your beverage ticket for a free drink and appetizers, 5:30-7:00 p.m. on the second floor Terrace.

We welcome feedback on all aspects of the conference. Please be sure and complete the conference evaluation. This evaluation gives us valuable information as we improve and expand on the conference each year.

We thank you for choosing to attend this conference and for your commitment to children and youth with autism.

CONFERENCE CO-SPONSORS

MSLBD would like to express its sincere gratitude for the support provided by the **Autism and Tertiary Behavior Supports Project** of the Kansas Technical Assistance System Network (TASN) and **Missouri's Project ACCESS**. Both TASN and Project ACCESS share their highly knowledgeable and talented professionals to present workshops and sessions at this event. The planning committee is grateful for their collaboration to honor the man who made such an impact to the field of Autism education.

2024 PLANNING COMMITTEE

Committee Chair: **Sonja de Boer, PhD, BCBA-D**, Vinalhaven School and Sheepscott Valley School District, Union, ME

Leslie Ann Bross, PhD, BCBA-D, University of North Carolina at Charlotte, Charlotte, NC

Stephen Allen Crutchfield, PhD, California Polytechnic State University, San Luis Obispo, CA

Theresa Earles-Vollrath, PhD, BCBA, University of Central Missouri, Warrensburg, MO

Birdie Ganz, PhD, BCBA, University of Nebraska, Lincoln, NE

Mike Garton, MEd, Project ACCESS, Missouri State University, Springfield, MO

Trudy Georgio, PhD, BCBA, True Behavior Development

Deborah Griswold, PhD, University of Kansas, Lawrence, KS

Marilyn Kaff, PhD, Kansas State University, Manhattan, KS

Shana Kaplan, MEd, BCBA, LBA, TASN, Autism & Tertiary Behavior Supports, Overland Park, KS

Jennie Lauber Kruckenberg, PhD, Gardner Edgerton School District USD 231, Shawnee, KS

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

Shannon Locke MS, CCC-SLP, Doctoral Candidate University of Missouri-Columbia and Autism Outfitters, LLC, Belton, MO

Lane Maxcy, PhD, University of Central Missouri, Warrensburg, MO

Kaye Otten, PhD, BCBA, Summit Behavioral Services, Kansas City, MO

Cannon Ousley, MS, BCBA, Doctoral Candidate, University of Missouri-Columbia, MO

Jennifer Paxton, MEd, BCBA, LBA, TASN, Autism & Tertiary Behavior Supports, Holton, KS

Lisa Robbins, PhD, University of Central Missouri, Warrensburg, MO

Courtney Sweeney-Legore, MEd, CAS, Forsyth R3 School District, Kisse Mill, MO

Tracy Riensche, MSLBD Registration Specialist, Hickman, NE

Keri Frey, MSLBD Manager, Hickman, NE

Thursday, October 3, 2024

7:30 a.m.–
4:45 p.m.

CONFERENCE DESK OPEN

BEST BLDG
FOYER

BEST Conference Center, KU Edwards Campus, 12600 Quivira Rd., Overland Park, KS 66213. Check in at the Conference Desk to receive your name badge and conference packet. Name Badges must be worn at all times for campus security and access to conference sessions. Coffee & tea will be available in the morning until about 10:00 a.m.

8:30 a.m. –
11:30 a.m.

MORNING WORKSHOPS

WS1 **Core Components of a Behavior Support Program: Considerations for** BEST RM 225
PART A **Students on the Autism Spectrum**

FULL-DAY SESSION | Without the necessary program components, specialized behavior programs have fallen short in providing essential support for students who struggle with emotional and behavioral challenges. (Jones & Greenwood, 2016). Throughout this session, participants will explore key components of a specialized behavior program for students with Emotional & Behavioral Disorders (EBD) and autism. Attendees will hear directly from teachers in the trenches with them, working in a specialized behavior support setting. This presentation will be interactive and collaborative while giving resources, tools, and strategies to take back and use tomorrow. Attendees will walk away with the skills and expertise to create, enhance, and improve their behavior programs that support students with EBD and those on the autism spectrum. (Basic, Introduction; Intermediate)

Carrie Fairbairn, MEd, Elementary SPED Teacher and Sallye Vanderplas-Lee, BA, K-2 Self-Contained EBD Teacher, Educational Service Unit #3, LaVista, NE

WS2 **Fall or Fly: Acceptance and Commitment Therapy (ACT) through the Eyes of** BEST RM 215
PART A **Dumbo. Learn and Apply ACT for the "Big Top" and Beyond**

FULL DAY SESSION | This two-part session first explores the six core principles of Acceptance and Commitment Therapy which leads to psychological flexibility. Participants will explore the evidence-based practice through fun and unique pop-culture exemplars, while also learning the basics of Relational Frame Theory and the cruelty of our symbolic language.

Once participants learn the basics, session two takes you through an interactive and applied journey through the ACT Hexaflex and into real life. Learn and practice tools shared by experts as well as tools uniquely created and utilized by the presenter in her in-home and school interventions. Participants will apply ACTr to their own lives and/or the lives of those they serve in schools, homes, or the community and leave with a plan that can be utilized tomorrow. (Introductory, Basic; Intermediate; 7.0 BCBA CEUs based on full-day registration)

Jennie Parbel, MA, BCBA, ACTing With Optimism, LLC, Blue Springs, MO

WS3 **Supporting Paraeducator Professional Development Needs for Those** BEST RM 235
Supporting Children with Autism in Early Childhood Settings

Paraeducators often support young children with autism in educational settings. Teachers and administrators are often responsible for their professional development and overseeing day-to-day tasks but often indicate feeling unprepared for this role. Furthermore, paraeducators indicate inadequate training and supervision. This session will provide a comprehensive overview of how to best support paraeducators who work with young children with autism in early childhood settings, including some of the main challenges in the field related to paraeducators and support of young children with autism in early childhood settings,

considerations when supporting paraeducator training and supervision, and various strategies and tools that can aid training and supervision for paraeducators. Research-based strategies that paraeducators can implement to support the communication, social, and behavioral needs of children with autism will also be discussed. (Basic, Introductory)

Sarah Douglas, PhD, Associate Professor, Michigan State University, Okemos, MI

WS4 **Transition Across the Lifespan for Learners with Autism: From Zero to Three to Living Independently!** BEST RM 310

Transition is a purposeful, planned process to support the child and family through different phases of development. School professionals often think of formal transition services provided by the Individuals with Disabilities Education Act (2004) as the primary focus of transition. However, there are many different types of transitions that individuals with autism will face throughout their lifespan. In this presentation, we will provide an overview of children with autism leaving Part C services for Part B services, going to kindergarten for the first time, transitioning from elementary to middle school, transitioning from middle school to high school, and finally, transitioning to adulthood. We will describe the laws that protect the child throughout these life changes, as well as strategies and best practices for educational professionals to support their development and success. (Basic, Introductory; Transition Strand)

Leslie Ann Bross, PhD, BCBA-D, Assistant Professor of Special Education, UNC Charlotte, North Carolina and Shannon Locke, MS, CCC-SLP, Doctoral Candidate University of Missouri-Columbia, Owner & CEO Autism Outfitters, LLC, Belton, MO

WS5 **WS5. Creating Legally Defensible FBAs and BIPs in Schools** BEST RM 230

The federal government special education law (IDEA) includes very little information or guidance regarding the specifics of FBAs or BIPs. Not surprisingly, there have been many schools and families that have found themselves in court to decide whether a student(s) has been provided with an appropriate and effective FBA and/or BIP that is helping the student to make progress in his/her goals and objectives. This workshop will review the federal law AND the case law and provide a guidance document that currently outlines for us the who, how, what, when and where needed in order to develop FBAs and BIPs that can be reliably defensible in a court of law, while also being useful for school staff and effective for implementation with students. (Intermediate, Advanced; 3.5 BCBA CEUs)

Sonja de Boer, PhD, BCBA-D, Director of Special Education & Behavior Analyst, Vinalhaven School and Sheepscoot Valley School District, Union, ME

11:30 a.m. –
12:15 p.m.

LUNCH (BEST Conference Center, CC)

BEST CC

Baked Potato & Salad Bar. Dessert will be available in the BEST Lobby after the Keynote session ends.

12:15 p.m. –
1:15 p.m.

KEYNOTE SESSION 1

KN1 **Supporting Inclusive Opportunities for Secondary Youth with Autism in the Transition Planning Process** BEST CC

This keynote will provide an overview of the predictors for postschool success literature framed around students with autism. Identifying which in-school experiences contribute to the greatest postschool outcomes for students with autism is important to enhance adult outcomes. A summary of evidence-based transition practices for secondary students with autism also will be shared. The keynote will conclude with recommendations for schools, educators, and parents related to why it is important to provide inclusive opportunities for youth with autism and

building collaborative partnerships with community partners to support a successful transition into adult life. (Basic, Introductory; Transition Strand)

Valerie L. Mazzotti, PhD, Roy A. Roberts Distinguished Professor, Professor of Special Education, University of Kansas, Lawrence

1:30 p.m. –
4:30 p.m.

AFTERNOON WORKSHOPS

- WS1 **Core Components of a Behavior Support Program: Considerations for** BEST RM 225
PART B **Students on the Autism Spectrum**
FULL-DAY SESSION | See full description under morning workshops
(Basic, Introduction; Intermediate)
Carrie Fairbairn, MEd, Elementary SPED Teacher and Sallye Vanderplas-Lee, BA, K-2 Self-Contained EBD Teacher, Educational Service Unit #3, LaVista, NE
- WS2 **Fall or Fly: Acceptance and Commitment Therapy (ACT) through the Eyes of** BEST RM 215
PART B **Dumbo. Learn and Apply ACT for the "Big Top" and Beyond**
FULL DAY SESSION | See full description under morning workshops
(Introductory, Basic; Intermediate; 7.0 BCBA CEUs based on full-day registration)
Jennie Parbel, MA, BCBA, ACTing With Optimism, LLC, Blue Springs, MO
- WS6 **School Consultation by Behavior Analysts: Are Your Services Effective?** BEST RM 230
The Council for Autism Service Providers (CASP) ABA 2.0 Guidelines outline two types of ABA services for behavior analysts: Focused and Comprehensive. School consultation services are not mentioned or described. While The BACB originally authored this document as a means of clarifying ABA services for health insurance carriers, what is the applicability of this document for behavior analysts who practice in schools? In this workshop, you will learn how to ensure that your school consultation services are effective in improving the outcomes for the students you serve. This workshop will incorporate the BACB Code of Ethics for Behavior Analysts (2020) and also The Individuals with Disabilities Education Improvement Act (IDEIA, 2004). (Advanced; 3.5 BCBA CEUs)
Melissa Olive, PhD, BCBA-D, LBA, Executive Director, FABA, Naples, FL
- WS7 **Verbal Behavior, PEAK, PFA/SBT... Oh My! Building an Individualized** BEST RM 235
School Day
We know there are a lot of great training opportunities, tools and resources out there for learners with diverse needs, but how do you know which resources are best for your learners? How do you implement each practice with fidelity? We will walk through how to take the overwhelm out of programming. (Intermediate)
Abby Pfister, MEd, BCBA, SPED Teacher & Instructional Coach and Jenna Hoffman, MEd, Resource Specialist, South Sioux City Community Schools, Nebraska

5:30 p.m. –
7:00 p.m.

CONFERENCE SOCIAL

Bring your complimentary beverage ticket from the folder and join us for appetizers and a chance to relax after a busy day. **Hilton Garden Inn-Olathe, Terrace Level, 12080 S. Strang Line Road, Olathe KS 66062**

Friday, October 4, 2024

7:45 a.m.–
2:30 p.m.

CONFERENCE DESK OPEN

BEST BLDG
FOYER

BEST Conference Center, KU Edwards Campus, 12600 Quivira Rd., Overland Park, KS 66213. Please sign-in the second day of the conference for security purposes. Name Badges must be worn at all times for campus security and access to conference sessions. Coffee & tea will be available in the morning until about 10:00 a.m.

8:30 a.m. –
9:30 a.m.

KEYNOTE SESSION 2

KN2

Panel Session: Preparing Transition-Aged Students with Autism for Life After High School

BEST CC

(Everyone Welcome; Transition Strand)

Dana Lattin, Research Project Director, Kansas University Transition to Post Secondary Education (TPE), Lawrence, KS; **Michael Brunkhorst, MEd**, Program Director, THRIVE Program, University of Central Missouri, Warrensburg, MO; **Lindsay Krumbholz and Hannah Buechler**, The Golden Scoop, Overland Park, KS; **Jessica King**, Authentic Connections, Liberty, MO; **Moderator: Katie Tobin McDermott, MEd**, McDermott Autism Services, Westchester County, NY

9:45 a.m. –
10:45 a.m.

CONCURRENT BREAKOUTS SET A

A1

Q&A with the Keynote Panel

BEST CC

The Keynote Panel will be available to follow up on questions from the presentation. (Everyone Welcome; Transition Strand)

Dana Lattin, Research Project Director, Kansas University Transition to Post Secondary Education (TPE), Lawrence, KS; **Michael Brunkhorst, MEd**, Program Director, THRIVE Program, University of Central Missouri, Warrensburg, MO; **Lindsay Krumbholz and Hannah Buechler**, The Golden Scoop, Overland Park, KS; **Jessica King**, Authentic Connections, Liberty, MO; **Moderator: Katie Tobin McDermott, MEd**, McDermott Autism Services, Westchester County, NY

A2

High School Work Experiences to Prepare for Graduation and Beyond!

BEST RM 215

Springfield Public Schools has several options when it comes to transition for postsecondary success. We will explore and explain the BASE program, a community based transition to work program, Coop with Vocational Rehabilitation, TI classes in the high schools, and much more! (Basic, Introductory; Intermediate; Advanced; Transition Strand)

Loni LeForce, PhD, Transition Specialist, and **Jan Foyewa**, BASE Teacher, Springfield Public Schools Springfield, MO

A3

"2-4-6-8 Who Do We Appreciate?" Meaningful Collaboration with Families

BEST RM 225

As educators, we have a powerful tool using collaboration and positive reinforcement when shaping behavior. This can occur not only for our students but also with our families. Families have a lot of important information to share as they are their child's first advocate. How do you cheer for the families of the students you work with? Join us to hear about families' experiences

and how you, as an educator, can best support them. We want to help empower your relationship with parents. (Basic, Introductory; 1.0 BCBA CEU)

Shana Kaplan, MEd, BCBA, LBA, State Trainer, TASN-ATBS, Spring Hill, KS and Jennifer Paxton, MEd, BCBA, LBA, State Trainer, TASN-ATBS, Holton, KS

A4 Effective Strategies for Increasing AAC Use in Daily Activities BEST RM 230

This presentation explores the journey of a high school student in developing communication skills and independence through the integration of Augmentative and Alternative Communication (AAC) and Environmental Communication Training (ECT) Techniques. Systematic change is seen over time and involves strategic selection of activities, environmental arrangements, and playful partner strategies. (Basic, Introductory; 1.0 BCBA CEU)

Dixie Teeter, MS, CCC-SLP, State Trainer, TASN-ATBS, Holcomb, KS and Caitlin Sotelo, MS, Strive Program, Garden City Public Schools, Garden City, KS

A5 Emerging Tech BEST RM 235

AI, virtual reality, video, robots, smart devices, social media, apps – are you overwhelmed yet? Attend this breakout to hear about the latest technology for autistic students. (Basic, Introductory)

Stephen Crutchfield, PhD, California Polytechnic State University, Los Osos, CA; Paul LaCava, PhD, Rhode Island College, Providence, RI

11:00 a.m. –
12:00 p.m.

CONCURRENT BREAKOUTS SET B

B1 How to Prepare for Post-Secondary Programs BEST RM 215

A discussion of common needs for students in Post-Secondary from the post-secondary perspective. Independence, self-determination, self-reliance, and wellness skills, among others. (Basic, Introductory; Transition Strand)

Michael Brunkhorst, MEd, THRIVE Program Director, University of Central Missouri, Warrensburg, MO

B2 No Conversations About Us, Without Us: Student Self-Advocates Report on Experiences with School-Based Accommodations, Modifications, & Transitions BEST RM 225

Students with autism often need classroom accommodations to support their learning and engagement, but are they invited to participate in determining the accommodations and modifications that would be most beneficial? When transitioning to post-secondary education or workforce environments, one barrier to success has been identified as a lack of self-advocacy skills to effectively request modifications or ask for support/s when needed (Getzel, 2017; Ju et al., 2017). Providing opportunities for self-determination during primary and secondary school then is critical to success (Arslan, 2014). Recent graduates report on what was missing and helpful during their school years. During this session, student testimonials and opinions will be presented along with their recommendations for improvement and things for educators to consider. Strategies and technological tools will also be presented to help facilitate self-determination. (Basic, Introductory; Transition Strand)

Shannon Locke, MS, CCC-SLP, Doctoral Candidate, University of Missouri, Department of Special Education, Belton, MO, Szymon Slusarz-Kowalczyk, Undergraduate, Mechanical Engineering, and Emma Ellison, Undergraduate, Sociology, University of Missouri, Columbia, MO

B3 Naturalistic, Developmental, and Behavioral? Oh My! An Overview and Application-Focused Discussion Covering Naturalistic Developmental Behavioral Interventions for Young Children BEST RM 230

Naturalistic Developmental Behavioral Interventions (NDBIs) is an umbrella term for a wide variety of packaged and unpackaged intervention approaches for young children with autism. Deriving from the fields of applied behavior analysis (ABA) and developmental psychology, NDBIs have decades of research emphasizing the efficacy, feasibility, and applicability across contexts, people, and skills. In this session, we will review what NDBIs are, discuss what skills can be targeted within NDBIs, provide an intervention flow chart on how to implement NDBIs within practice, and explain the importance of training and supporting caregivers and families to implement such interventions.

(Basic, Introductory; Intermediate; 1.0 BCBA CEU)

Ciara Ousley, PhD, BCBA-D, University of Nebraska - Lincoln, NE

B4 Growing Greatness: Coaching and Collaborating with First-Year Special Education Teachers BEST RM 235

Join us to learn about the journey of two emerging educators in special education. Through collaboration and coaching with their respective school district autism coaches, they began implementing evidence based practices with their students. Using this model, the educators transformed their programs to positively impact student outcomes, families and their school community. Discover effective strategies for supporting and guiding new educators through their initial challenges and successes. (Basic, Introductory)

Joel Rooks, PhD, LMSW, TASN ATBS, Topeka, KS; Kaylie Collins, BS, Topeka Public Schools, Topeka, KS; Dana Ellis, MS, BCBA LBA and Jennifer Roth, ME, Auburn Washburn, USD 437, Topeka, KS

12:00 p.m. –
12:50 p.m.

LUNCH & AWARDS

BEST CC

Lunch and Recognition of Award Recipients

Please refer to the back of your name badge to be reminded of the type of sandwich you requested at the time of registration.

1:00 p.m. –
2:00 p.m.

CONCURRENT BREAKOUTS SET C

C1 Follow the Yellow Brick Road BEST RM 215

TJ Swift House ASCEND program is a transition support program for autistic individuals to get their associate degree at Missouri State University West Plains. This session describes the support offered by the program along with the challenges of transitioning between high school and college. (Basic, Introductory; Transition Strand)

Mikala King, Director, Autism Transition Program, West Plains, MO

C2 Let's Eat Lunch Together! Effects of a Peer-Mediated Intervention for Transition-Aged Youth with Autism BEST RM 230

Transition-aged youth with autism are vulnerable to exclusion and a lack of social participation in K-12 and postsecondary settings. Typically, developing peers can provide meaningful supports to enhance social/communication skills. In this presentation, we will share the results of a research study in which four youths with autism (ages 20–22) participated in a peer-mediated intervention during their regular lunch breaks on a college campus. The dependent variable was the percent of conversational engagement during 10-minute audio-recorded sessions as measured using partial interval recording procedures. Results indicated that peer coaching and goal-setting interventions were more effective in enhancing conversational skills compared to no interventions provided. We will provide strategies and tips for success in implementing a variety of peer-mediated interventions for students with autism during lunch and other contexts. (Basic, Introductory; Transition Strand; 1.0 BCBA CEU)

Leslie Ann Bross, PhD, BCBA-D, Cato College of Education, UNC Charlotte, Charlotte, NC

C3 Impacts of Tech-Based Self-Monitoring on Students with Autism BEST RM 235

Self-management interventions, specifically self-monitoring, improve a variety of outcomes for learners with autism (Davis et al., 2016). Technology-delivered self-monitoring interventions have demonstrated similar effects (Scheibel et al., 2023). This session will explore the impacts of a specific technology-delivered self-monitoring intervention. (Basic, Introductory)

Mariah Chavez, MS, California Polytechnic University, San Luis Obispo, CA

C4 It's as Easy as 1-2-3: A Three-Step Process for a Classroom that Promotes Increased Access, Engagement, and Progress BEST RM 225

In this presentation, participants will learn from and work collaboratively with an effective practices team that supports K-12 special education teachers in the Blue Springs School District. The presenters will provide attendees with tools, strategies, resources, and examples to equip them for immediate implementation! Learn about the three-step process the presenters use to support teachers in setting up a classroom with core components based on high leverage practices to support students with autism and other disabilities. (Basic, Introductory; 1.0 BCBA CEU)

Katie Hammond, EdSp, BCBA, Sarah Johnson, MAEd, BCBA and Lindsey Fritts, MSE, contributions to the presentation by **Anna Ramos, MAEd and Jeanne Burgess, MS**, Blue Springs School District, Blue Springs, MO

2:00 p.m.

CONFERENCE ADJOURNS

Thank you for joining us for the Sixth Annual Richard L. Simpson Conference on Autism.

- Please remember to turn in your **Attendance Tracking Form**, a Letter of Attendance will be email, on or before October 31.
- If you are tracking for **BCBA CEUs**, please pay for your CEUs at the conference desk, you will then receive your certificate to add to your documentation file.