Fourth Annual
Richard L. Simpson Conference on Autism
OCTOBER 6 & 7, 2022

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

Location: 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

THURSDAY | The Sky's the Limit! Autistic Entrepreneurs Who Own Their Own Business

Devon Griesmer, Devon's Autism Driven, LLC, Sweet Daddy Corn, Blue Springs, MO; Corinne Smith, Corinne's Creations, Gardner, KS; Moderator, Leslie Bross, PhD, Assistant Professor, University of North Carolina at Charlotte, Charlotte, NC

Autistic young adults who own their own businesses will serve as keynote speakers during this panel presentation. These dynamic young adults will share their perspectives on starting and running their business, while a facilitator guides the discussion. The young adults will also share about their transition to adulthood and how key people in their lives best supported them. Don't miss these inspiring entrepreneurs!

FRIDAY | Autism and Beyond: Behavior Analysis as a Central Organizing Principle in Education

Amiris Dipuglia, MD, BCBA, Lead State Consultant & Parent, PaTTAN Autism Initiative and Michael Miklos, MS, BCBA, Consultant, Miklos Behavioral Training and Consulting, Millersville, PA

Educational interventions to address the needs of autistic students/students with autism are commonly derived from a behavior analytic perspective. Since 2002, the PaTTAN Autism Initiative has provided technical support to classrooms across the Commonwealth of Pennsylvania based on the principles of behavior analysis and effective instruction. The structure of that technical support and the associated instructional practices have helped improve instruction for students with autism across a wide range of functional levels. This session will describe how the basic design features of the PaTTAN Autism Initiative have relevance for a wide range of special educational settings. Emphasis will be placed on the commonality of effective instruction practices and on celebrating what individuals with autism spectrum disorders have taught us all. (Intermediate, 1.0 BCBA CEU)

Overview Conference Agenda

Thursday, October 6		Friday, October 7	
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 – Dipuglia & Miklos
11:30 AM – 12:15 PM	Lunch Provided	9:45 – 10:45 AM	Concurrent Breakout Set A

12:15 – 1:15 PM	Keynote 1 – Panel	11:00 AM – 12:00 PM	Concurrent Breakout Set B
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 C
		2:30 – 3:30 PM	Concurrent Breakout Set D

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. The regular conference rate is $215.

Early Registration, ~~through September 16, 2022~~ EXTENDED THROUGH SEPTEMBER 30	$175.00
~~Regular Registration, September 17-30~~ Registration after September 30 by special arrangement.	$215.00
BCBA CEUs Flat Fee The final number and sessions for CEUs will be posted by July 15. https://mslbd.org/symposium-conference/symposium-bcba-ceus-or-certificate-of-attendance.html	$50.00

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. 3) Purchase order accompanied by registration form(s), email to: registration@mslbd.org

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. CST, Friday, September 16, 2022, to receive a refund. A $35 administrative fee will be retained by the MSLBD Office for all cancelations received before September 16. No refunds are available after September 16. 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 16 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 913-815-2345	King or Double Queen Breakfast Included	$139 + tax and fees
Holiday Inn Express & Suites Olathe North 12070 S. Strang Line Road Olathe, KS 66062 913-397-0100	King or Double Queen Breakfast Included	$129 + tax and fees

Conference Center Location

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

Fourth 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 RoundAbout Transportation or zTrip Kansas City.

THURSDAY, OCTOBER 6, 2022 | WORKSHOP SESSIONS

FULL DAY WORKSHOP | 9:00 – 11:30 AM & 1:30 – 4:00 PM
Choose Part WS 1, Parts A & B

WS 1-Part A & Part B. Expanding Behavior Analysis: the PEAK and LIFE Curriculum
Decades of research has now established Derived Relational Responding as an empirical fact. Humans learn in the absence of direct reinforcement and can interact in novel ways within a dynamic environment. Behavioral technologies for autistic learners have been slow to integrate more complex models of human language and cognitive development into concrete technologies. This workshop will provide an overview of the PEAK (Dixon, 2014-2016) and LIFE (Dixon, 2022) curricula. PEAK was developed to shape relational learning through direct training, generalization, equivalence-based instruction, and relational transformation and has generated the most research of any available ABA language training technologies to date. LIFE was released more recently targeting daily living, social, vocational, and leisure skills, using this same relational training approach. I will introduce these technologies and discuss their use in practice. (Beginner, Intermediate, 6.0 BCBA CEUs if attending both morning and afternoon session)

Jordan Belisle, PhD, BCBA, Associate Professor, Missouri State University, Springfield, MO

MORNING WORKSHOPS | 9:00 – 11:30 AM
Choose One Morning and One Afternoon Workshop Session

WS 2. Say Goodbye to Diapers! Intensive Toilet Training for Individuals with Autism and Other Developmental Disabilities
This workshop will include an overview of behavioral toilet training methods (e.g., Azrin & Foxx, 1971) and guidance for preparing for and initiating toilet training. The session will emphasize instruction which promotes independence. Attendees will learn to customize toilet training interventions according to learner needs and instructional settings. Additional strategies will be provided for addressing common problems in toilet training and using progress monitoring data to meet learner needs. (Intermediate, 3.0 BCBA CEUs)

Jenee Johnson, MSE, BCBA, Doctoral Fellow, University of Kansas, Kansas City, MO

WS 3. Practical Functional Assessment and Skill Based Treatment: Our Experience in Public School Settings
Developed by Dr. Greg Hanley and FTF Consulting, "The practical functional assessment and skill-based treatment process, which prioritizes safety and social acceptability, has proven to be a highly effective and generally applicable approach to treating severe problem behavior." The focus is on identifying when students are happy, relaxed, and engaged and subsequently teaching them positive behavioral skills to get their needs and wants met while maintaining safety, dignity, and televisibility. Most commonly this process has been done in more clinical or private school settings. Our goal is to share how we have implemented the process within public school settings by providing video

examples, staff and parent testimonials, and the progress of students participating in the process. (Intermediate, 3.0 BCBA CEUs)

Ali Sweitzer, MEd, BCBA, *Metro Region Behavior Specialist, Nebraska ADA Network &* *Jodie Tagel, MEd, BCBA*, *Westside Schools, Omaha, NE*

WS 4. Using Google Slides to Create Visual Supports for Students and Staff
Are you tired of fumbling through creating visuals and can't find downloadable files that meet the unique needs of your students? Learn how to create and customize visual supports for your students using Google Slides! We will provide a brief introduction on utilizing the features of Google Slides to create visuals designed for printing hard copies for hands-on use. Participants will receive a variety of editable templates including behavior contingency maps, flip books, token boards, break cards, flowcharts for staff, and more! This session will include demonstration and opportunity for guided practice as you use your device to create your own resources. **Participants should bring their own WIFI-compatible laptop, Chromebook, or tablet and be logged into their Gmail account to maximize participation in this session.** (Beginner)

Angela Chambers, MSEd, BCBA and *Danielle Wesley, MSEd, BCBA*, *Autism & Behavior Specialists, Lee's Summit School District*

AFTERNOON WORKSHOPS | 1:30 – 4:00 PM *Choose Morning and Afternoon Workshop*

WS 1-Part B. Expanding Behavior Analysis: the PEAK and LIFE Curriculum
Part B continues in the afternoon. *Select WS 1-Part A and WS 1-Part B when registering.* (6.0 BCBA CEUs)

WS 5. An Overview of Concepts and Protocols for Teaching Complex Generative Verbal Behavior
Instruction for students with autism that are derived from an analysis of verbal behavior (Skinner, 1957; Sundberg and Partington, 1998) focus on establishing skill sets involving basic operant control such as mands, tacts, intraverbals, echoics, and listener responses. While such skill sets are critical components of more complex verbal responding, most verbal interactions involve multiple antecedent conditions and more than a single response class. This session will provide an introduction to the principles of multiple control of verbal responding and a review of protocols that extend the repertoires of students with autism relative to conversational skills and academic skills. Specific programs to be reviewed will include teaching sequences for tacts, listener responses, and intraverbal responding by feature, function and class. The session will also review processes that establish mediated verbal behavior in which learners acquire the ability to emit a cascade of responses that build to a terminal response in complex listener or intraverbal responding. Palmer's analysis of atomic repertoires (Palmer, 2012) will be discussed as a basis for integration of basic verbal and non-verbal skills into functional, multiply controlled repertoires. The concepts of joint control (Lowenkron, 1984) and bi-directional naming (Horne and Lowe, 1996; Miguel, 2016) will be reviewed in order to describe the conceptual basis for protocols related to following complex directions, verbal problem solving, and social perspective taking. For all protocols to be reviewed an emphasis will be on establishing generative responding. (Intermediate, Advanced, 3.0 BCBA CEUs)

Amiris Dipuglia, MD, BCBA, *Consultant, PaTTAN Autism Initiative, and Parent Consultant, PA and* *Michael Miklos, MS, BCBA*, *Consultant, Miklos Behavioral Training and Consulting, Millersville, PA*

WS 6. Embedding Social Skills Into Your Daily Instruction
This session will cover strategies for increasing social skills in learners on the autism spectrum. We will cover different evidence-based practices including social narratives, natural environment teaching and pairing reinforcement with social skills. The first half of the session will cover the strategies paired with examples and video examples while the second half will focus on creating take-away resources for teachers and collaboration time with fellow attendees and presenters. (Beginner, Intermediate)

Katie Adams, M.ED, BCBA, LBA, *Autism Resource Specialist,* *Lindsey Lovekamp, MSEd*, *Associate Director, Autism Resource Specialist, Project Access, Missouri State University, Springfield, MO*

WS 7. "Ugh, My Student Keeps Pushing Students on the Playground! I Don't Know What to Do!"
Does your student struggle with making friends, need help in the area of self-regulation, or know how to communicate their needs? In this training, participants will be provided a step-by-step plan to create short-term goals and specially designed instruction to meet these goals. (Beginner, Intermediate)

Ashley Linz, MA, Autism Specialist and *Karen Morgan, MA, BCBA, LBA,* Behavior Specialist, USD 232 De Soto School District, Kansas

Friday, October 7, 2022 | Repeated Breakout Sessions
Morning | Set A, 9:45 a.m. – 10:45 a.m. | Set B, 11:00 a.m. – 12:00 p.m.

BOS A/B-01. What's the Cost? Using Cost Data to Evaluate ASD Interventions with Varying Evidence of Effectiveness
Students with ASD who receive special education do so with an eclectic package of individualized interventions as part of their individualized education program. However, some of these interventions are likely to have emerging or no evidence of effectiveness. Given that students with ASD often make up the largest share of service delivery costs in school districts, school districts may be allocating a substantial amount of funding towards interventions with limited promise of benefit for students with ASD. This presentation will review a recent cost analysis of two interventions commonly used with students with ASD with emerging or no evidence and present a decision-making model for school decision-makers to use to inform intervention selection. (Advanced, 1.0 BCBA CEU)
Gretchen Scheibel, MS, OTR, BCBA, Doctoral Candidate, University of Kansas, Lawrence, KS

BOS A/B-02. Making Social Connections: Naturalistic Social Skills Activities for Tweens and Teens
Looking for fun, motivating, and effective ways to practice and teach social skills instruction to middle and high school students? This session will review common social skills targets we work on with secondary students and then review some simple, but effective and fun activities that naturally teach and practice those skills. Participants will experience some of the activities as participants and then as small groups will brainstorm additional activities. (Beginner/Introductory; Intermediate)
Sabrina Mitchell, PhD, BCBA, Autism & Behavior Specialist, Lee's Summit School District; Authentic Connections, LLC, Owner & Instructor, Liberty, MO

BOS A/B-03. Preparing Young Autistic Children for Kindergarten: Learning to Learn Skills
Children need to enter Kindergarten with skills that allow them to learn new skills and concepts in a large group alongside other children of the same age. Children also need to enter Kindergarten being able to independently demonstrate the skills needed to learn and participate in academic, social, play, adaptive behavior, and self-help activities. This means that educators working with children with autism, ages 0-5, need to focus on teaching these children learning to learn skills in order to prepare them for a successful transition and participation in their Kindergarten class. This session will review these critical learning to learn skills. Video examples will be provided and participants will leave with a checklist of skills to use when teaching and evaluating young children with autism readiness for Kindergarten.
Sonja de Boer, PhD, BCBA-D, Director of Special Education, North Haven Community School, North Haven, ME

BOS A/B-04. Essential Classroom Components for Students with Autism: What we've learned from the Autism Program Environment Rating Scale (APERS)
The APERS is an instrument, developed out of the National Professional Development Center on Autism Spectrum Disorder, intended to assess the quality of the environment and programming specific to students with autism. This session frames the discussion around best practices for educating students with autism by using de-identified sample and summary data from classroom consultations across Missouri that utilized the APERS. Overall trends in programming strengths and needs are identified. Best practice strategies, evidence based practices, and resources for areas of need are shared. (Intermediate, Advanced)
Jena Randolph, PhD, Assistant Research Professor, University of Missouri's Thompson Center for Autism and Neurodevelopmental Disorders, Columbia, MO

BOS A/B-05. A Strategy for ALL Students! Using Token Economies Across Grade Levels to Increase Desired Classroom Behaviors

Principles of reinforcement are used in schools everywhere as a tier-one intervention. In this session, you'll hear from two teachers who have used token economies as tier two and three interventions with students of all ages who have autism and/or complex learning needs to support positive student outcomes. A discussion of the components and examples of its use will prepare participants to implement this practice in programs that support diverse learners. (Beginner)

*Jillian Brock, MA, Instructional Coach Tri-County Special Education Interlocal 607 and **Kelsey Clemons, MA**, Special Education teacher Sumner County Educational Services*

BOS A/B-06. Well-Rounded Individualized Program Grounded in Evidence-Based Practices

The presenters will describe how to develop an individualized learning program for students in the classroom. The focus will be on using data collection to drive instruction utilizing social competencies and verbal behavior training while integrating the five components of structured learning. The programming developed will have the possibility to be generalized to many students or tailored to meet the specific needs of an individual student. The presentation will include real-life examples as well as opportunities to apply learning to their own setting. (Beginner, Intermediate)

Erica Carlson, ME, Special Education Teacher, Seal Elementary School, Douglass, KS and **Christa Smith, MEd,** Special Education Instructional and Behavioral Coach, El Dorado, KS

BOS A/B-07. Acceptance and Commitment Training (ACT): School Wide Support for all Mental Health Needs with a MTSS Framework

ACT is based on over 2000 peer-reviewed studies and combines science with compassion making it an approach that works! This session will provide an overview along with tools to assess psychological flexibility and strategies to address the needs of students across all three tiers of support. It is data-driven and will give your school the information to begin implementing ACT with easy data collection to measure the progress of each student. ACT uses a skill-based approach to learn Acceptance, Fierce Determination, and Persistence to do what is hard when doing so provides access to one's values. Strategies support students who demonstrate anxiety, stress, sadness, procrastination, anger, eating issues, difficult relationships, feelings of inadequacy, lack of motivation, and much more. (Advanced, 1.0 BCBA CEU)

Amy Buie-Titone, PhD, BCBA, CEO Thriveley Consultation, Monroe, MO

BOS A/B-08. Self-Monitoring with I-Connect: A Free Support That Can Help Strengthen Skills Use, Independence and Self-Efficacy

This session will include an overview of self-monitoring and I-Connect (see iconnect.ku.edu). Participants will learn how to get started with the freely available mobile application of I-Connect. The session will include video examples, demonstrations of outcomes and all necessary resources to implement self-monitoring across school, home, work and community settings. (Beginner, Intermediate)

Howard Wills, PhD, MBA, BCBA, Professor, University of Kansas, KS

Afternoon | Set C, 1:15 p.m. – 2:15 p.m. | Set D, 2:30 p.m. – 3:30 p.m.

BOS C/D-09. Increasing Community Engagement of Transition-Age Youth with Autism and Intellectual Disability via a Ridesharing Application

Teaching travel skills to transition-age youth with autism spectrum disorder (ASD) and/or intellectual disability (ID) is important to promote community integration and participation. Four youth with ASD and/or ID were taught to use a ridesharing application (i.e., Lyft) to travel to community-based locations of their choice. Classroom and community instruction consisting of direct instruction, task analysis, and coaching was provided. Two participants immediately learned the skills necessary to request and use Lyft. Two other participants demonstrated ascending trend lines during baseline, which lessens the confidence in a function relation. Implications and suggestions for practice related to teaching travel skills to transition-age youth with ASD and/or ID will be discussed. (Beginner)

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

BOS C/D-10. Various Types of Reinforcement Systems
This session will focus on walking participants through a Reinforcement System Matching Tool, designed by school based BCBAs, to help guide teams in selecting reinforcement systems that meet student and teacher needs/preferences. Participants will leave this session with examples and templates of various reinforcement systems that are used in K-12 general and special education classrooms. The steps of setting up each of these systems will be reviewed and presenters will share insight into troubleshooting issues that they have encountered with implementation. (Beginner, Intermediate)
Angela Chambers, MSEd, BCBA and **Danielle Wesley, MSEd, BCBA,** *Autism & Behavior Specialists, Lee's Summit School District*

BOS C/D-11. There's an App for That: Teaching Communication to Minimally- and Non-Verbal Children
Communication is an integral part of life and as such should be viewed as a basic human right. Persons with autism and other developmental disabilities often experience deficits in communication. As many as 30% of persons with autism are nonverbal and could benefit from an alternative way to communicate. Providing a non-verbal mode of communication that provides a substitute or replacement for speech can increase opportunities to communicate and decrease challenging behavior. Research in communication interventions for this population has grown over the past decade. The purpose of this presentation is to provide an overview of the most recent research in communication modes for people with autism who are minimal- and non-verbal and to provide practical strategies for teachers and parents. (Beginner, Intermediate, 1.0 BCBA CEU)
Shanna Bodenhamer, MEd, BCBA, LBA, Research Assistant and Doctoral Student, Texas A&M, Katy, TX; **Jay Ganz, PhD**, Professor of Special Education, Texas A&M University, Somerville, TX

BOS C/D-12. Self-Management Skills for Young Adults with Behavior Challenges? There's an App for That!
Research has increasingly demonstrated the utility of technology, including smartphone apps, for increasing self-management skills in individuals with disabilities. Session participants will learn how to implement self-management strategies with their students that employ free or inexpensive smartphone apps. Explicit steps for using apps to increase time-on-task in the classroom, maintain a daily schedule, and self-monitor diet and exercise in secondary and postsecondary settings will be highlighted. (Beginner, Intermediate, 1.0 BCBA CEU)
Kathleen B. Cook, PhD, BCBA-D, Augustana University, Sioux Falls, SD

BOS C/D-13. Trauma Informed Education and Students on the Autism Spectrum
Recent research indicates that individuals with Autism Spectrum Disorders are more likely to have multiple ACEs than neurotypical peers. However, there is little research on the impact of ACEs for these individuals and their families. This session will look at Trauma Informed Education (TIE) including what are the current issues and trends for students who are on the autism spectrum. Discussions on the current prevalence of trauma and adverse experiences for individuals on the autism spectrum, understanding the impacts of trauma and autism, recommendations on evidence-based interventions, and promoting resilience for individuals with autism and trauma histories. (Beginner, Intermediate)
Jennie Lauber, PhD, Behavior Specialist, Gardner-Edgerton School District, Shawnee, KS

BOS C/D-14. Follow the Motivation! Teaching Joint Attention to Children with Autism Spectrum Disorder
Joint attention (JA) is the ability to coordinate attention between a social partner and a referent in social context. During JA episodes, children build social knowledge and perspective-taking. JA is a pre-linguistic skill critical for language acquisition, and social and cognitive development. Research suggests that JA behaviors emerge in the first six months of life; the absence of these behaviors is one of the earliest indicators of autism spectrum disorder (ASD). Approximately a quarter of children with ASD do not develop functional language; an outcome believed to be rooted in deficiencies of JA. These deficiencies demonstrate an urgent need for joint attentional behaviors to be targeted directly during early intervention for children with ASD. The critical need of Joint Attention training for special educators, general education teachers, paraprofessionals, behavior service providers, and parents of children with ASD is broad, as is the ability of educators and caregivers to refer children for timely autism diagnosis. (Beginner, Intermediate, 1.0 BCBA CEU)
Trudy Georgio, MEd, BCBA, Doctoral Student, Texas A&M University, Houston, TX

BOS C/D-15. Part 1 & 2 Show Me The Data
If you are interested in data collection, progress monitoring, and linking data to IEP goals using modern technology tools, then you have come to the right place. This is a "digital make and take" so bring your devices and we will walk you through putting together a toolkit of apps and electronic forms that will make your life easier, increase your productivity, and help you use data to inform your work. Participants will learn the different types of data collection and practice using them, how to choose the correct type for the social, language, academic, or interfering behavior of interest, learn about relevant apps, tools, and tricks for simplifying data collection in the classroom, and how to write SMART goals for streamlining of data collection with IEPs. (Intermediate)
Lauren Gaskill, MSEd, BCBA, LBA, Autism Resource Specialist and **Mike Garton**, Instructional Tech Support Specialist, Project Access, Springfield, MO

BOS C/D-16. Cultural Responsive Practices for African American Parents of Children with Autism
Culturally responsive practices for educators and service providers have become part of the leading practices to reduce inappropriate referrals to special education and the disproportionate representation of students of color within special education. However, for many educators and service providers, working with a parent or student from a different cultural background can be more difficult. African American parents' beliefs and culture may impact their behavior and parent-child relationships. Therefore, to effectively serve these parents, it is imperative for teachers, researchers, service providers, and practitioners to become more culturally responsive as they carefully consider cultural differences when providing services to parents. (Beginner)
Amarachi Yoro, MEd, Doctoral Student, Texas A&M University, College Station, TX

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Name: _____ Email: _____

Address: _____ Position: _____

City: _____ State: _____ Zip: _____

Mobile Telephone: _____ District: _____

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 6, 2022   *Workshops available for BCBA CEUs*
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. Expanding Behavior Analysis: the PEAK and LIFE Curriculum - *two-part session morning & afternoon*

Morning Workshop Sessions | 9:00 – 11:30 AM | choose one session to attend
____ 2. Say goodbye to diapers! Intensive toilet training for individuals with autism and other developmental disabilities
____ 3. Practical Functional Assessment and Skill Based Treatment: Our Experience in Public School Settings
____ 4. Using Google Slides to Create Visual Supports for Students and Staff
____ Unable to attend or ____ Unknown at this time, please contact registrant

Afternoon Workshop Sessions | 1:30 – 4:00 PM | choose one session to attend
____ 5. An Overview of Concepts and Protocols for Teaching Complex Generative Verbal Behavior
____ 6. Embedding Social Skills Into Your Daily Instruction
____ 7. "Ugh, My Student Keeps Pushing Students on the Playground! I Don't Know What to Do!"
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Friday, October 7, 2022

Pre-Registration is not required for Friday Breakout Sessions.

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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

Registration Fee
❑ $175.00 - Early Registration, ~~through September 16, 2022~~ EXTENDED THROUGH SEPT, 30
❑ $215.00 – ~~Regular Registration, September 17-30, 2022~~
❑ $50.00 – BCBA CEUs Flat Fee

Registration Payment
❑ Mailing check, include copy of registration form(s).
❑ Please contact me, I would like to pay with a credit card. Indicate name and phone below.
❑ Purchase Order, include copy of registration form(s). An invoice will be emailed.

Name of Individual Responsible Payment: _____

Email: _____ Phone: _____

Confirmation Email: An individual confirmation email will be sent to each person registered, the message originates from mail@eventsquidmail.com. Please add this to your safe sender list.

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Hotel Accommodations: Participants are responsible for guest room accommodations.
http://mslbd.org/autism-conference/hotel.html

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Email: _____ Phone: _____

Confirmation Email: An individual confirmation email will be sent to each person registered, the message originates from mail@eventsquidmail.com. Please add this to your safe sender list.

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 Friday, September 16, 2022, to receive a refund less a $35 administrative fee. No refunds after September 16. Registrations may be transferred to another individual without penalty. No refunds will be provided to those unable to attend the conference.

Hotel Accommodations: Participants are responsible for guest room accommodations.
http://mslbd.org/autism-conference/hotel.html