



Fifth Annual Richard L. Simpson Conference on Autism

October 5 & 6, 2023

Sponsored by

Midwest Symposium for Leadership in Behavior Disorders (MSLBD)

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

The TASN Autism and Tertiary Behavior Supports Project (ATBS)

<https://www.ksdetasn.org/atbs>

Missouri's Project ACCESS

<https://projectaccess.missouristate.edu/>

Fifth 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 Fifth 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 excited to be 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 from 5:00 to 7:00 p.m., Thursday, October 5 at the Hold Fast Brewing, 235 N. Kimbrough Ave, Springfield, MO. Bring your complimentary beverage ticket from the folder and relax on the patio. Food will be available to purchase onsite from @ILOVETACOSTAQUERIASPRINGFIELD. Additional parking is available at Taylor's Drive Inn to the North of Hold Fast Brewing. Shuttles will be available from the social to conference hotels and MSU parking lots until 7:30 p.m.

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.

2022 – 2023 PLANNING COMMITTEE

Committee Chair: **Kaye Otten, PhD, BCBA**, Summit Behavioral Services, Kansas City, MO
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
Sonja de Boer, PhD, BCBA-D, North Haven Community School, North Haven Island, ME
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
Shana Kaplan, MEd, BCBA, LBA, TASN, Autism & Tertiary Behavior Supports, Overland Park, KS
Paul LaCava, PhD, Rhode Island College, Providence, RI
Jennie Kruckenberg, PhD, Gardner Edgerton School District USD 231, Shawnee, KS
Lane Maxcy, PhD, University of Central Missouri, Warrensburg, MO
Jessica Nelson, PhD, BCBA, USD 475 Geary County Schools, KS
Cannon Ousley, MS, BCBA, University of Missouri-Columbia, MO
Mary Beth Patry, PhD, BCBA, Creating Connections Therapy, Kansas City, MO
Felicity Post, PhD, USD 475 Geary County Schools, KS
Lisa Robbins, PhD, University of Central Missouri, Warrensburg, MO
Courtney Sweeney-Legore, MEd, CAS, Forsyth R3 School District, Kisse Mill, MO
Jason Travers, PhD, BCBA-D, Temple University, Philadelphia, PA
Tracy Riensche, MSLBD Registration Specialist, Hickman, NE
Keri Frey, MSLBD Manager, Hickman, NE

THURSDAY, OCTOBER 5, 2023

7:00 a.m.–
9:00 a.m.

SHUTTLE SERVICE

Parking Pass is valid for Lot 43, Bear Park North, 725 E. Cherry Street, Springfield, MO 65806. Conference shuttle service from the SOUTH side of Lot 43/Bear Park North/Cherry Street. Drop-off will be on the North side of Plaster Student Union, 1110 E Madison St, Springfield, MO 65897. Print Conference Parking Pass from [Eventsquid.com](https://www.eventsquid.com) Profile - My Events/Fifth Annual Richard L. Simpson Conference on Autism/DETAILS (Yellow Button)/Print Parking Pass & Map.

7:30 a.m.–
5:00 p.m.

CONFERENCE DESK OPEN

PSU 3RD FLOOR
FOYER

Plaster Student Union (PSU), Third Floor, Missouri State University, 1110 E. Madison St. Springfield, MO 65897.
Continental breakfast available in the Grand Ballroom, 7:30 – 8:30 a.m..

8:30 a.m. –
11:30 a.m.

MORNING WORKSHOPS

- WS 1. **ACTing out with Clark Griswold & Napoleon Dynamite: How to use Acceptance & Commitment Training for Value-Driven Outcomes for Students & Educators** RM 315 ABC

Acceptance and Commitment Training is a behavioral approach to changing the power our internal verbal behavior has on our actions and who we become. We are often paralyzed or driven recklessly by our experiences, rules we create, or things we tell ourselves. In reality, we are creatures in perpetual motion and capable of steering ourselves where we long to go by naming and acting towards values. In this light-hearted approach to ACT, you will learn and practice the six core processes that lead to psychological flexibility, take home ideas for implementation in your setting, and hopefully laugh a little. Pre-requisite for this session is working knowledge of epic pop-culture movies from the 80s, 90s, and early 2000s. (Introductory/Basic, 3.5 BCBA CEUs)

Jennie Parbel, MA, BCBA, LBA, Summit Behavioral Services, Kansas City, MO

- WS 2. **WS2. Empowering Rural Educators: Programming For Students with Higher Support Needs** RM 313
PARLIAMENTARY

Join us for an engaging and interactive educational presentation focused on equipping educators in rural communities with strategies and practical tools to support programming for students with higher needs. This hands-on session provides the opportunity for participants to actively engage in collaborative activities. You will be creating and taking home valuable resources that can be immediately implemented in your classroom. Whether you are a seasoned educator or new to the world of high support needs, our goal is to empower you with the tools and knowledge to enhance the educational experience of students with diverse needs. *All materials will be provided (Introductory/Basic)

Kasey Keyes, MS Ed, Autism Resource Specialist, Project ACCESS, Springfield, MO

- WS 3. **REsTRAIN Yourself: 6 Key Components for Reducing Emergency Safety Interventions** RM 308 ABC

Participants will learn six research-based components to guide and retrain a team on a systemic

framework for reducing Emergency Safety Interventions (ESI) within a school and/or district that is sustainable over time. The six components include leadership oversight, use of data to inform

practice, performance development using Behavior Skills Training, use of evidence-based prevention supports, student and family engagement, and debriefing techniques. Participants will be provided with tools to develop an action plan to reduce the use ESIs, develop goals for reducing ESI, monitor and increase treatment integrity, develop an oversight checklist to establish roles and responsibilities of all stakeholders, develop a staff reinforcement plan for meeting goals, and structure debriefing techniques with students and staff to determine the root cause of the problem behavior. (Intermediate, 3.5 BCBA CEUs)

Nichole Hitchcock, MEd, BCBA, LBA, TASN-ATBS, Ottawa, KS and Jennifer Paxton, MEd, State Trainer, TASN-ATBS, Holton KS

WS 4. **Core Components of a Behavior Support Program: Considerations for Students on the Autism Spectrum** EAST BALLROOM

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 who are in the trenches with them and 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. (Introductory/Basic, Intermediate)

Carrie Fairbairn, MEd and Sallye Vanderplas-Lee, BA, Teachers, Brook Valley South a Level III School, ESU #3 LaVista, NE and Behavior Education Consultants, Just 5 Teachers, Omaha, NE

11:30 a.m. – 12:15 p.m. **LUNCH** GRAND BALLROOM

12:15 p.m. – 1:15 p.m. **KEYNOTE SESSION 1** GRAND BALLROOM

What's Behind the Mask? A Story of Autism and the Negative Effects of Masking

As an individual with autism, it was significant to blend into society as someone who can manage socially appropriate behavior. However, masking, as this is called, can cause a negative impact on a person's view on self-worth and mental health. This presentation provides an overview to the concept of masking and how the use of this concept is both significant and exhausting for the individual. (Introductory/Basic, Intermediate)

Armando Bernal, MEd, BCBA, LBA, Founder, Autism International Consulting, PLLC, Spring, TX

1:30 p.m.– 4:30 p.m. **AFTERNOON WORKSHOPS**

WS 5. **Unlocking Expression: Serving and Empowering Diverse Students with Complex Communication Needs and Their Families** RM 313 PARLIAMENTARY

Student and Family-centered services are crucial to supporting young children from all backgrounds. These service delivery models become critical when servicing clients from

diverse cultural, racial, ethnic, and/or religious backgrounds by allowing us to create more socially valid goals. In the first part of this presentation, I will provide an overview of positionality and intersectionality. Participants will be encouraged to reflect on the power they hold when working with clients from diverse cultural and ethnic backgrounds and how their own backgrounds may impact their service delivery. In the second part of the presentation, I will discuss and provide examples of cultural humility and cultural sensitivity. Finally, I will discuss seven considerations (e.g., language, context, religion) when culturally adapting an intervention for students with complex communication needs. (Introductory/Basic, Intermediate, Advanced)

Naima Bhana Lopez, PhD, BCBA-D, Assistant Professor of Special Education, Niagara University, Buffalo, NY

WS 6. **Expanding the Freedom of Educators and Students by Narrowing the Perspective Gap, Enhancing Noticing Skills, and Promoting Robust Executive Functioning Repertoires** RM 308 ABC

Language is incredibly unique to each of us based on our lived experiences. When we engage in groups of people, the pragmatic use of language and theory of mind are incredibly important. Attendees will get an introduction and practice utilizing Happy Medium Language (HML) from The Happy Medium Approach (HMA) to narrow the perspective gap between individuals. Engaging first in tools to teach theory of mind and perspective taking, and pushing forward to implement a universal contextual language to support successful demonstration of pragmatics in natural contexts.

Next, we will venture into the land of noticing! There are so many times we watch an individual successfully demonstrate executive functioning skills in small groups or 1:1 instruction, only to observe them being less than successful in natural contexts where the skills matter the most. The Noticing Grid from The Happy Medium Approach is a multiple functioning tool. At its core, The Noticing Grid is a tool for noticing the context around us and deploying skills that will be most effective in meeting the demands of the context. We will walk through the elements of The Noticing Grid. Adventure on to creating a Noticing Grid for an individual and a context. Lastly, we will explore teaching robust noticing skills to engage executive functioning in a natural context, increasing the freedom of the individual and the adults. (Introductory/Basic, Intermediate)

Rosalie Prendergast, MS, BCBA, Behavior Analyst, The Happy Medium Approach and Eclipse Therapy, LLC, Evergreen, CO

WS 7. **What You Teach and How You Teach Matters: Implementing an Applied Verbal Behavior Model in Classrooms** EAST BALLROOM

Children with autism present with a wide range of strengths and needs. Many children with autism benefit from intensive intervention to learn critical skills such as communication, play, social, and daily living skills. Designing treatment plans that prioritize meaningful skills and implementing effective and efficient procedures that achieve these goals is critical. The applied verbal behavior (AVB) approach is an approach to intervention that prioritizes active child engagement, socially motivated interactions, and efficient programming to produce meaningful outcomes quickly. This presentation will provide an overview of the components of the AVB approach and outcomes of a systems-wide implementation of AVB in classrooms serving children and adolescents with autism and related developmental disabilities. (Introductory/Basic, 3.5 BCBA CEUs)

Alice Shillingsburg, PhD, BCBA-D, Professor, Director of ICASD, University of Nebraska Medical Center, Munroe-Meyer Institute, Omaha, NE

WS 8. **Show Me The Data** RM 315 ABC
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. (Advanced, 3.5 BCBA CEUs)
Lauren Gaskill, MS Ed, BCBA, Autism Resource Specialist, Project ACCESS, Highlandville, MO

4:00 p.m. –
7:30 p.m. **SHUTTLE SERVICE**

Shuttle service return to parking lots, hotel, and service to Social Event.

5:00 p.m. –
7:00 p.m. **SOCIAL EVENT**

[Hold Fast Brewing](#), 235 N. Kimbrough Ave, Springfield, MO
Bring your complimentary beverage ticket from the folder and relax on the patio. Food will be available to purchase onsite from [@ILOVETACOSTAQUERIASPRINGFIELD](#)
Additional parking available at Taylor’s Drive Inn to the North of Hold Fast Brewing.
Shuttles will be available to conference hotels and MSU parking lots until 7:30 p.m.

FRIDAY, OCTOBER 6, 2023

7:00 a.m.–
9:00 a.m. **SHUTTLE SERVICE**

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7:30 a.m.–
2:30 p.m. **CONFERENCE DESK OPEN**

PSU 3RD FLOOR
FOYER

Please sign the check-in sheet at the conference desk.
Plaster Student Union (PSU), Third Floor, Missouri State University, 1110 E. Madison St. Springfield, MO 65897.
Continental is breakfast available in the Grand Ballroom, 7:30 – 8:30 a.m.

8:30 a.m. –
9:30 a.m. **KEYNOTE SESSION 2**

GRAND
BALLROOM

Launching the Executive Functioning Ship!

The executive functioning (EF) struggle is real! As we progress in our support and move on to more complex EF skills, we find ourselves still acting as the individual's executive functioner in live contexts. On paper and in small groups, the individual is capable of demonstrating all the

components of the complex skills. However, teachers report impulsive behavior, messy desk, missing work, or not initiating much of anything. The boat is built and constructed well, but sitting at launch waiting to push out into the sea for its maiden voyage! There are a number of critical skills in between the boat-building process and the launch champagne celebration. Each individual's launch skills are unique but frequently involve contextual noticing, self-noticing, recognizing capabilities, and successful resourcing of support. (Introductory/Basic, Intermediate)

Rosalie Prendergast, MS, BCBA, Behavior Analyst, *The Happy Medium Approach and Eclipse Therapy, LLC, Evergreen, CO*

9:45 a.m. –
10:45 a.m.

SET A - CONCURRENT BREAKOUT SESSIONS

- A1. **Discussion Session with Armando Bernal - Thursday Keynote** RM 315 ABC
- Our Keynote from Thursday will be available to follow up on the presentation *What's Behind the Mask? A Story of Autism and the Negative Effects of Masking*. (Everyone Welcome)
Armando Bernal, MEd, BCBA, LBA, Founder, *Autism International Consulting, PLLC, Spring, TX*
- A2. **Structuring Storytime to Improve Language in Children with Autism** RM 308 ABC
- In this presentation, simple strategies will be shared to build consistency and predictability into story-based lessons. Teachers will learn specific strategies to build background knowledge and increase opportunities for students with limited language to interact and improve their language skills. (Introductory/Basic, 1.0 BCBA CEU)
Julie Lyn Thompson, PhD, BCBA-D, *Early Childhood Institute, Texas A&M University*
- A3. **When Autism Meets Mental Health: What to Do When the Structure Doesn't Work?** GRAND BALLROOM
- We have more students who have multiple labels that impact their needs. Figuring out how to support these diverse students with such high needs can be a huge challenge. Utilizing a combination of researched based practices has been highly successful in setting students up for success when the typical structure and routines for students with Autism fall short. We will review the basic principles of structured teaching, including schedules, physical organization and visual boundaries, work systems, routines, and task organization. Then we will discuss the who, what, when, where, why, and how of reinforcement. Last we will discuss how adding choice boards to these other strategies can help to give students a choice back during their day and teach them how to advocate for their needs, wants, and likes. (Introductory/Basic)
Caitlin Sotelo, MS, *Therapeutic Education Program, Garden City Public Schools, Garden City, KS* and **Rebecca Finnegan, MS**, *Nettie Hartnett Education Center, Leavenworth USD 453, Leavenworth, KS*
- A4. **Forming Meaningful Partnerships with Parents and Caregivers** EAST BALLROOM
- Effective partnerships with caregivers and parents can lead to improved outcomes for children and their families. This presentation will include information from the literature and findings from recent research conducted by the presenter about effective strategies for coaching and partnering with caregivers to improve child outcomes. We will discuss strategies for providing support to families in homes, via telehealth, and through meetings at school or clinics. Audience members will learn strategies to develop partnerships with caregivers that will lead

to the selection of useful goals and the implementation of evidence-based practices in homes and the community. (Introductory/Basic, 1.0 BCBA CEU)

Stephanie Gerow, PhD, BCBA-D, University of Nevada, Las Vegas, NV

- A5. **NI in EI: Using PRT & Contingent Imitation to Maximize Learner Motivation & Engagement During Play** RM 313
PARLIAMENTARY

As learners move from early intervention (EI) programs into preschool and then into the later grades, the ability to engage and independently communicate their wants and needs is essential to ensuring that they will benefit from shared interactions, ideas, and experiences. Learning and practicing these skills within the context of play and routines allows for individualization in the provision of developmentally appropriate experiences and activities, incorporation of learner preferences, skill practice across key environments, and guaranteed availability of natural reinforcers and contingencies. In this session, we'll explore specific engagement strategies from two evidence based naturalistic interventions (NI), pivotal response treatment and contingent imitation, that promote and support the development of these critical foundational social communication skills. (Introductory/Basic)

Monica Wilmsen, MSE, CAS, Education & Family Support Specialist, United Services for Children, St. Peters, MO

11:00 a.m. – **SET B - CONCURRENT BREAKOUT SESSIONS**
12:00 p.m.

- B1. **But Does it Fit? Navigating the Research Literature to Identify Evidence-Based Practices That Are a True Match for Individualized Situations** GRAND BALLROOM

This presentation will provide an overview of how evidence-based practices are identified in the field of autism. We will discuss challenges and a decision-making process for teachers to effectively implement evidence-based practices to meet the needs of students with autism in K-12 school settings. (Intermediate, 1.0 BCBA CEU)

Kaye Otten, PhD, BCBA, Behavior Analyst, Summit Behavioral Services, Kansas City, MO and Sonja de Boer, PhD, BCBA-D, Behavior Analyst, Director of Special Education, Vinalhaven School, ME

- B2. **A Collaborative Approach to Social Competencies and Functional Communication: A Web of Possibilities** RM 315 ABC

Using multiple evidence based strategies in practice and structured teaching components to teach social competencies and facilitate meaningful communication throughout environments. (Introductory/Basic)

Amber Creed, BAE, Mixed Abilities Teacher and Lacey Stratton, MA, CCC-SLP, Valley Center Unified School District 262, Valley Center, KS

- B3. **Shift the Mindset...Restructuring the Structure!** EAST BALLROOM

Discover how to create systemic change and build a low-incidence program that benefits student learning, minimizes teacher and student burnout, and helps students to generalize skills and expectations and build more independence. It can be stressful being in the same room with the same students all day. Students with mixed abilities can be blended in a classroom together and learn to transition between multiple teachers in a successful manner with planning and establishing a collaborative environment. It can be a little intimidating at first, but the results are truly amazing! (Introductory/Basic)

Leah Kelley, MA and Lauren Meigs, OTR/L, MOT, Eisenhower High School; Elizabeth Toribio, BA, Eisenhower Middle School, USD 265 Goddard Public Schools, Goddard, KS

B4. Structured Training for Teaching Paras Strategies and Tools RM 313
PARLIAMENTARY

It's no secret that incorporating a well-designed, structured system into individualized instruction is imperative for the success of our learners and the same is true for our support staff. In this session, we will share a structured approach to training support staff using the Behavior Skills Training model to develop a basic understanding of the components of Structured Teaching. (Introductory/Basic)

Heather Christner, BA, Newton High School, USD 373, Newton, KS; Molly Mosher, MS, Geary County Schools, USD 475, Junction City, KS

B5. Gaining Assent Through Choice: Creating Willing Learners in the Classroom RM 308 ABC

Autism Spectrum Disorder is a neurological and developmental disorder characterized by difficulty with communication and social interaction, and restricted or repetitive interests and behaviors. Students with Autism are highly likely to exhibit emotional and behavioral problems, including aggression, self-injurious behaviors, and lack of participation or refusal to engage. One evidence-based practice demonstrated to reduce problem behaviors and increase participation is choice making the ability to make independent choices is critical to students' autonomy and self-advocacy. It is in alignment with the @BACB's Ethical Code (2022): respecting and actively promoting student's self-determination and acknowledging personal choice in service delivery. Assent indicates a willingness to participate by individuals who cannot provide informed consent. Teaching choice-making behavior in the classroom and seeking ongoing assent to enhance student willingness to participate will be discussed. (Introductory/Basic, Intermediate, 1.0 BCBA CEU)

Trudy E. Georgio, PhD, BCBA, Tru Behavior Development, Houston, TX; Cannon T. Ousley, MS, BCBA, University of Missouri, Columbia, MO

12:00 p.m. – **LUNCH & AWARDS** GRAND
12:50 p.m. BALLROOM

12:00 p.m. – **SHUTTLE SERVICE**
3:00 p.m. Shuttles return to the parking lot & hotels

1:00 p.m. – **SET B - CONCURRENT BREAKOUT SESSIONS**
2:00 p.m.

C1. ParaImpact: A Framework for Training Paraeducators GRAND
BALLROOM

Paraeducators, who work closely with students with autism, are often provided with little to no training in effective instruction. Thus, it is important for supervising teachers to be equipped with the skills necessary to train paraeducators to implement evidence-based practices. ParaImpact seeks to address this challenge. ParaImpact trains the teacher to utilize practice-based coaching (PBC), a collaborative coaching model, to support paraeducators' implementation of systematic instruction. ParaImpact includes online instructional modules for both teachers and paraeducators as well as ongoing coaching and progress monitoring. Results of preliminary studies evaluating the efficacy of ParaImpact demonstrate that implementation of ParaImpact increased paraeducators' implementation fidelity. Additionally,

supervising teachers were able to implement PBC with high fidelity. Attendees will learn the steps for implementing PBC to support paraeducators. (Intermediate, 1.0 BCBA CEU)
Rose A. Mason, PhD, BCBA-D, John Augustine, MS, and Charissa Voorhis Richards, MS,
University of Missouri, Columbia, MO

C2. **Teamwork Makes the Dream Work: There is No I in Team! A Multidisciplinary Approach to Planning Valid Learning Targets for Secondary Students** EAST BALLROOM

Join our team as we share strategies and methods to strengthen whole-team collaboration skills, create purposeful learning targets, enhance educational practices, and ultimately improve outcomes for secondary students with autism and complex needs. We will discuss the significance of developing functional and socially valid learning targets, fostering collaboration across various professions and environments, and recognizing the crucial role of families and community partners in educational planning. (Introductory/Basic)
Dana Ellis, MA, Courtney Priest, BA, Brooklyn Sipp, BA, Traci Matherly, MS, Amy Kester-Niehaus, MSED, *Auburn-Washburn Unified School District 437, Topeka, KS*

C3. **Accessible on Purpose: Increasing Student Independence & Engagement through AT** RM 313 PARLIAMENTARY

Explore a framework to identify opportunities to increase student independence and access through Assistive Technology then jump into the amazing world of switches and learn how to switch-adapt a variety of objects! (Introductory/Basic, Intermediate)
Stacey Buck, MA, NBPTS, *Republic School District, Republic, MO*

12:00 p.m. – **SHUTTLE SERVICE** continues
3:00 p.m.

2:00 p.m. **CONFERENCE ADJOURNMENT**

PRESENTERS

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