



MSLBD



2021 Virtual Richard L. Simpson Conference on Autism

October 7 & 8, 2021

Sponsored by

Midwest Symposium for Leadership in Behavior Disorders,
www.mslbd.org

The TASN Autism and Tertiary Behavior Supports Project
(ATBS), www.ksdetasn.org

Technical Support Provided by

The University of Kansas, Department of Special Education,
Autism Program



Department of Special Education

2021 Virtual Richard L. Simpson Conference on Autism WELCOME

On behalf of the Midwest Symposium for Leadership in Behavior Disorders (MSLBD) and The Kansas Technical Assistance System Network (TASN), we welcome you to the 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>.

We welcome feedback on all aspects of the conference. Please be sure and complete the speaker ratings as you attend the sessions and complete the emailed overall 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.

2020 – 2021 PLANNING COMMITTEE

Committee Chair: Kaye Otten, PhD, BCBA, Summit Behavioral Services, Kansas City, MO
Leslie Ann Bross, PhD, BCBA, 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, North Haven Community School, North Haven Island, ME
Theresa Earles-Vollrath, PhD, BCBA, University of Central Missouri, Warrensburg, MO
Jay Ganz, PhD, BCBA, Texas A&M University, College Station, TX
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Lisa Robbins, PhD, University of Central Missouri, Warrensburg, MO
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Jason Travers, PhD, BCBA, Temple University, Philadelphia, PA
Keri Frey, MSLBD Manager, Hickman, NE

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). TASN's sponsorship of the Simpson conference is critical for sustaining this annual conference. TASN's highly knowledgeable and talented professionals have also donated their time and expertise by offering several of the workshops and sessions. The planning committee is grateful for TASN's collaboration to honor the man who made such an impact in the state of Kansas and throughout the entire field.

MSLBD would like to express its sincere gratitude for the technical support of **University of Kansas Department of Special Education Autism Program** to host the 2021 Virtual Richard L. Simpson Conference. A special thank you to Dr. Glenda McKeithan and Dr. Deborah Griswold for sharing from their experience to help support, advise, and host the Zoom connections and recordings for this event.

THURSDAY, OCTOBER 7, 2021

9:00 – 11:30 AM & 1:15 – 3:45 PM | All Day Workshop

WS.1A, Two Parts, Full Day | Functional Communication Training: Understanding, Changing and Improving Behavior in Children with Autism Spectrum Disorder

Functional Communication Training (FCT) is an evidence-based practice rooted in Applied Behavior Analysis intervention methods for improving behavior and making meaningful changes in the lives of children with ASD. All behavior has meaning and communicates a person wants or needs. FCT is useful when children engage in disruptive, aggressive, self-injurious or other challenging behavior as a means of communicating what they want or do not want. This session will overview a three-step process for FCT— errorless teaching, schedule thinning, & intermittent reinforcement. The session will use lecture, videos, and role playing to help participants learn the process for implementing FCT young children with ASD. (Intermediate, Advanced)

Sonja de Boer, PhD, BCBA-D, Director of Special Education, North Haven Community School, North Haven Island, ME

9:00 – 11:30 AM | Morning Workshop Sessions

WS.1B Interdisciplinary Collaboration: A Practicing Framework for Behavior Analysts and Special Educators (BCBA CEUs Available)

Training in interdisciplinary collaboration is seldom a formal component of applied behavior analysis training programs (Kelly & Tincani, 2013). Yet, practicing behavior analysts must frequently collaborate with non-behavior analytic professionals in a variety of service delivery contexts. In this workshop, Dr. Tincani will identify the components of effective interdisciplinary collaboration, explain the benefits of collaborating across disciplines, and describe strategies for behavior analysts and non-behavior analysts to successfully work together. The target audiences for this presentation are BCBA's and other special education professionals (e.g., teachers, speech-language pathologists, psychologists, medical providers) who frequently collaborate within interdisciplinary contexts. (Intermediate)

Matt Tincani, PhD, BCBA-D, Professor and Chairperson, Department of Teaching and Learning, Temple University, West Chester, PA

WS.1C From Border to Border - Can You Build it? YES, You Can! A Multidisciplinary Approach Implementing Evidence-Based Strategies through Collaboration

Yes, we built it and you can too. Witness the journey from the ground up as Kansas Educators across the state implement evidence-based collaborative practices to best serve students with complex needs. Learn how two teams improved student outcomes by constructing strong collaborative methods of assessment using structured teaching, intensive teaching protocols, and positive behavior supports to deliver specially designed instruction to support communication, academics, and functional skills. Our on-site crew consists of a Para-Educator, an Occupational Therapist, an Adaptive-Physical Educator, Speech-Language Pathologists, Special-Education Teachers and Autism Consultants from a rural and suburban district. (Intermediate)

Multidisciplinary Teams from Auburn Washburn USD 437 & Northwest Kansas Special Education Service Center and Quinter School District; moderator, Dixie Teeter, MS, CCC-SLP, State Trainer, TASN Autism and Tertiary Behavior Supports (ATBS), Holcomb, KS; Jennifer Paxton MEd, State Trainer, TASN-ATBS, Holton KS; Teri Berggren, MS, CCC-SLP, Behavior Interventionist/ Autism & Low Incidence Consultant, Hays KS; Tracie Betz, MS, Interrelated Teacher, NKESC, Quinter, KS; Kynda

Fischer, Elementary Paraprofessional, NKESC, Quinter, KS; **Rachel Grieves, MS, CCC-SLP**, Speech Language Pathologist, Auburn, KS; **Colter Scott, MS**, Adapted Physical Education USD 437, Topeka, KS; **Michelle South, MA**, SPED Teacher Autism Self Contained Classroom, Auburn, KS; **Kristi Teal, OTR/L**, Occupational Therapist, Greenbush, Overbrook, KS; **Ryan M. Walt, MS, CCC-SLP**, Speech Language Pathologist, Collyer, KS

WS.1D Autism After 18: Supporting Young Adults to Achieve the Quality of Life They Desire

Individuals with ASD face unique challenges during their transition to adulthood in the areas of competitive employment, postsecondary education, independent living, community integration, and building positive relationships. Young adults with ASD will share their personal experiences navigating the demands of adult life while also giving suggestions for enhanced quality of life for other individuals with ASD. Tips and suggestions for supporting transition-age youth with ASD to achieve their personal goals will be given. (Intermediate)

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

WS.1E Providing Direct Instruction to Children with Autism and Developmental Disabilities in Inclusive Preschool Settings (BCBA CEUs Available)

This session will address specific methods of teaching discrete skills such as language and pre-academics to children with autism and other developmental disabilities in inclusive preschool settings. Specific topics will include appropriate skills to teach, methods for simple and user-friendly data collection, and strategies for fitting direct instruction into daily classroom routines. (Intermediate)

Mary Beth Patry, PhD, BCBA, Owner & Clinical Director and **Michelle Hass, MA, BCBA, LBA, CCC-SLP**, Owner & Program Director, Creating Connections Therapy, LLC, Prairie Village, KS

11:30 AM – 12:00 PM | Thursday Lunch

12:00 – 1:00 PM | Keynote Session 1

Thursday: Applied Behavior Analysis for Everyone: Scaling Up Lessons in Science and Compassion (BCBA CEUs available)

Applied behavior analysis (ABA) is often misunderstood by educational practitioners, family members, and persons with disabilities. Despite its many contributions to the field of education, to some, it is considered an outdated set of rigid practices or a means to modify or remake an individual to fit the expectations of others. In some cases, these misconceptions have been perpetuated by behavioral practitioners that have failed to fully understand the complex contingencies within natural settings. In this session, Dr. Pennington will attempt to reframe ABA as a lens for compassionate observation of the world and will help participants discriminate between behavioral interventions and a broader behavioral practice. He will highlight how ABA can be used to promote dignity and higher quality of life outcomes in the field of education.

Robert Pennington, PhD, BCBA-D Lake & Edward J Snyder, Jr. Distinguished Professor in Special Education, University of North Carolina at Charlotte

1:15 – 3:45 PM | Afternoon Workshop Sessions

WS.2B 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 offers a look at 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 into the role adults and peers have in fostering play, communication, and social engagement. (Intermediate)

Lori Chambers, MS, CCC/SLP, Regional Systems Coordinator, TASN Autism and Tertiary Behavior Supports, Kinsley, KS and **Mary Pat Brun, MA**, State Trainer, TASN Autism and Tertiary Behavior Supports, Wichita, KS

WS.2C Child Compliance with Healthcare Routines (BCBA CEUs Available)

Child noncompliance during healthcare routines (e.g., dental exams) can be a serious problem, particularly when a routine involves the use of sharp objects (e.g., scissors, dental scrapper). After finding a high prevalence of the problem in our early intervention program, we evaluated a reinforcement-based training procedure (with and without extinction) for compliance with several healthcare routines. Training occurred in a simulated context, and probes were conducted periodically to evaluate compliance in the absence of treatment and generalization to novel therapists. Additionally, compliance was assessed periodically in the actual relevant environments to assess the extent to which training effects generalized. Several children required only exposure to the training environment, but training was required for the majority of children. Complete generalization to the actual environment was observed for a limited number of children. However, dramatic decreases in screaming and the use of restraint were observed for most children. Results will be discussed in terms of treatment effectiveness, advantages and disadvantages of extinction, and programming for generalization to actual healthcare settings. (Beginner, Intermediate)

Pamela Neidert, PhD, BCBA-D, LBA, Associate Professor, University of Kansas, Lawrence, KS

WS.2D Decreasing Barriers to Intervention through Telehealth: AAC Implementation for ASD and Complex Communication Needs

Children with autism who experience complex communication needs (CCN) can experience barriers to intervention, due to a shortage of providers with expertise in Augmentative and Alternative Communication (AAC). Telehealth is an intervention delivery mechanism to connect children with intervention. This half-day workshop will provide an overview of telehealth use to support AAC for children autism and CCN, including different forms of telehealth modalities. The workshop will also include activities to support interventionists to implement telehealth for AAC: 1) Viewing and scoring fidelity during telehealth example videos, 2) Planning for the initial set up of telehealth technology through initial planning checklists for the organization providing the intervention (the “tele-interventionist” end) and the recipient of

the services (the “tele-user” end). 3) Planning for intervention delivery and fidelity monitoring of the intervention. (Intermediate)

Jessica Simacek, PhD, Research Associate, Director, University of Minnesota, ICI Telehealth Lab, St Paul, MN

WS.2E The Intersection of Autism, Trauma, and Problematic Behavior

Those who work with, provide care for, and interface with those on the Autism Spectrum are increasingly facing more and more complex issues. Relatively new in the research and the field, is the awareness of ASD co-occurring with trauma. Research tells us that people with disabilities disproportionately face maltreatment. While having an awareness of this issue is a step to becoming trauma-informed, we know that becoming trauma-informed is a process. This session is designed to review the research on trauma and to look at the research on trauma and ASD. While knowing the facts is critically essential to moving forward in the process, one must ask the big question, "So what?" Specifically, how will having this information about my students impact the way I engage with them? Does my behavior need to change to create a positive rapport with this child? What strategies might I use to reduce the odds of my student escalating into action that is not safe for them or others in their environment? Join us for this session to be a part of the discussion and part of the identifying solutions.

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

FRIDAY, OCTOBER 8, 2021

9:00 – 10:00 AM | Concurrent Breakout Sessions – Set 1

BOS.1A ParalImpact: Teacher-as-Coach to Support Paraeducator Collaboration and Training (BCBA CEUs Available)

Students with moderate to severe disabilities, including autism, often require more intensive and specialized supports to receive meaningful access to educational programs. To address their needs, there has been a substantial increase in the allocation of paraeducators to work with students with disabilities, with recent national statistics indicating that special education paraeducators outnumber teachers by 50,000. However, paraeducators are often inadequately prepared to implement evidence-based practices for students with significant needs. ParalImpact seeks to address this challenge through implementation of a practice-based coaching model, with teacher-as-coach, to provide ongoing training and support to paraeducators. Preliminary evidence and implications for practice will be presented. (Intermediate)

Rose Mason, PhD, BCBA-D, Associate Professor, Purdue University, West Lafayette, IN

BOS.1B Video Performance Feedback for Educators of Children and Adolescents with ASD

Video performance feedback, also termed video analysis, is a method of professional development aimed at improving skills by analyzing self-recorded videos. In this presentation, educators of individuals with autism will learn how to incorporate video performance feedback into their work to improve their skills and, ultimately, student outcomes. The presenter will share practical tips for implementation and review helpful resources. This presentation will target a variety of educators working with individuals with autism, including in-service teachers, paraprofessionals, teacher educators, and administrators. Although the presenter will share ways video performance feedback has been used to target specific instructional skills, attendees will be encouraged to take advantage of the versatility of video performance feedback to target instructional practices that are meaningful to them. (Beginner, Intermediate)

Kristi Morin, PhD, BCBA-D, Assistant Professor, Lehigh University, Bethlehem, PA

BOS.1C Addressing Sensory Issues in Individuals with Autism Spectrum Disorders

What school based sensory interventions are effective to increase participation in school activities or decrease negative behaviors at school for students with autism spectrum disorders? This session will focus on a variety of sensory related interventions that can be easily implemented in a classroom/school setting. Participants will be provided with various strategies to address specific behaviors with all interventions intended for easy/reasonable application in a school setting. Information will be provided to participants to help know when and how to use the strategies provided as well as how to decide if the intervention is effective for a student. (Beginner, Intermediate)

Malinda Forsberg, MAEd, Doctoral Student, UW-Madison, Milwaukee, WI and **Lisa Robbins, PhD**, Associate Professor, Coordinator, Special Education, University of Central Missouri, Warrensburg, MO

BOS.1D Structuring your Autism Classroom for Success, Part 1 (Two Part Session)

Educators will be introduced to a pilot project developed by Project ACCESS to allow Autism Resource Specialists (ARS) to work alongside practicing special education teachers to set up structured classrooms. Nine participating teachers completed a blackboard course based on two books on setting up and implementing structured classrooms and structured work systems. They then participated in a day long workshop in which they developed and produced classroom materials. Then each participant worked with two Autism Resources Specialists and a buddy teacher in their actual classrooms to build organizational structure and visual to develop increased independence in their students. This presentation will include multiple slides and videos along with lecture and opportunity for questions and answers. (Beginner)

Lindsey Lovekamp, MEd, Autism Resource Specialist, **Megan Menton, MS, CCC-SLP**, Autism Resource Specialist, **Edna Smith, PhD**, Autism Resource Specialist, Project ACCESS Missouri State University, Springfield, MO

BOS.1E "From Communication to Characters to Reality" the Art of Corinne's Creations

Verbally communicating was very difficult for me as a child. I started at a very young age using my drawings to communicate feelings, wants, needs and answers to questions that I could not write, but could visualize. This session will be an interactive way for the attendee to experience the thought process of an individual with autism using visual communication. Learn how I took the way I was able to communicate and make it into my own business.

Corinne Currier, Owner of Corinne's Creations and **Jennifer Smith**, Corinne's mother, Owner Betty's Pies & Cobblers, Gardner, KS

10:15 – 11:15 AM | Concurrent Breakout Sessions – Set 2

BOS.2A Acceptance and Commitment Training (ACT): School Wide Support for all Mental Health Needs within 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 for 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 student who demonstrate anxiety, stress, sadness, procrastination, anger,

eating issues, difficult relationships, feelings of inadequacy, lack of motivation and much more. (Beginner)

Amy Buie, PhD, BCBA, LBA, CEO Learning Momentum, St. Peter's, MO

BOS.2B Incorporating the Elements of Visual Structure into Standards-Based Instruction and Activities

Participants will review the elements of visual structure and learn how to incorporate these elements into standards-based instruction and activities for students who have complex learning needs. Examples of lessons and activities based upon specific grade-level standards and/or essential elements will be provided. Participants will also hear from a Kansas teacher who shares how she provides individualized standards-based instruction to her students. (Beginner)

Lisa Holt, MS, State Trainer, TASN Autism and Tertiary Behavior Supports, Sedan, KS and **Karine Gleason, MS**, State Trainer, TASN Autism and Tertiary Behavior Supports, KS

BOS.2C WTF? Practical Functional Assessment for Special Education and Related Professionals (BCBA CEUs Available)

Functional behavior assessments (FBA) allow educators to design effective and efficient plans to address problem behaviors and teach positive behaviors. Despite their value, FBAs can feel overwhelming and unrealistic for educators in the classroom. This session will provide a practical guide for educators to identify the function of a behavior and use this information to design behavior support plans that teach and reinforce functionally equivalent positive behaviors and prevent problem behaviors from occurring. Educators will leave this session with practical and realistic strategies for leading or contributing to an FBA as a special education teacher, including low-effort strategies for collecting and analyzing data, high-value interventions to teach positive behaviors, and efficient methods for reinforcing positive and replacement behaviors. (Beginner, Intermediate)

Gretchen Scheibel, MS, OTR/L, BCBA, Doctoral Student, University of Kansas, Lawrence, KS

BOS.2D Structuring your Autism Classroom for Success, Part 2 (Two Part Session)

Educators will be introduced to a pilot project developed by Project ACCESS to allow Autism Resource Specialists (ARS) to work alongside practicing special education teachers to set up structured classrooms. Nine participating teachers completed a blackboard course based on two books on setting up and implementing structured classrooms and structured work systems. They then participated in a day-long workshop in which they developed and produced classroom materials. Then each participant worked with two Autism Resources Specialists and a buddy teacher in their actual classrooms to build organizational structure and visual to develop increased independence in their students. This presentation will include multiple slides and videos along with lecture and opportunity for questions and answers. (Beginner)

Lindsey Lovekamp, MEd, Autism Resource Specialist, **Megan Menton, MS, CCC-SLP**, Autism Resource Specialist, **Edna Smith, PhD**, Autism Resource Specialist, Project ACCESS Missouri State University, Springfield, MO

BOS.2E What Did You Say? A Collaborative Model to Improve Augmentative and Alternative Communication for Students with Autism (BCBA CEUs Available)

Special educators often collaborate with speech-language pathologists to provide augmentative and alternative communication (AAC) interventions to students with autism. However, collaboration that

results in measurable and timely student benefits can be challenging. I will present a step-by-step model for collaboration that ensures effective AAC interventions for students with autism. (Beginner)

Heather Forbes, CCC-SLP, BCBA, Doctoral Fellow, University of Kansas, Lawrence, KS

11:15 AM – 12:00 PM | Break for Friday Lunch & Events

12:00 – 1:00 PM | Concurrent Breakout Sessions – Set 3

BOS.3A What a Pisser! Intensive Toilet Training for Learners with Autism (BCBA CEUs Available)

This session summarizes intensive toilet training (ITT) methods and implementation in public schools. Guidelines for preparing and initiating ITT will be described. Attendees will learn to select procedures according to learner characteristics and instructional settings. Additional guidance regarding progress monitoring to resolve toileting problems are included with strategies for promoting independence. (Intermediate)

Jenee Vickers Johnson, MEd, BCBA, Doctoral Fellow, University of Kansas, Kansas City, MO

BOS.3B Teaching Menstrual Care to Young Women with Developmental Disabilities

Girls are beginning their periods at younger ages, at about 10 and 11 years old. A young woman's first period is a developmental and social milestone. It can also be scary and intimidating for young women and their parents. This can be especially true for young women with developmental disabilities who do not like changes in routine, have difficulty with self-care, or have unexpected reactions to objects touching their body. Education about menstrual care is crucial for young women with developmental disabilities and should begin before their first period. In this session we will talk about ways to teach menstrual care to young women with developmental disabilities before and after their first period. We will also explore ways to talk to young women about the biological process and social meaning of menstruation. (Beginner, Intermediate)

Lara Mann, MFA, PhD, Assistant Professor, Aurora University, Aurora, IL

BOS.3C ABA Parent Training via Telehealth: Preparing for Scale

State and local social distancing requirements impact many aspects of autism services, including parent training. The Online and Applied System for Intervention Skills (OASIS) program uses online modules and live telehealth coaching to train parents to use Applied Behavior Analysis (ABA) principles and procedures with their children with autism during daily routines. We will describe parent training outcomes, as well as a newly developed coach training program designed to train interventionists to implement OASIS with their parents of children with ASD. Preliminary coach training outcomes, plans for national scale up, and opportunities for using the training will be discussed. (Beginner, Intermediate, BCBA CEUs)

Jay Buzhardt, PhD, Associate Research Professor, University of Kansas, Juniper Garden Children's Project, Kansas City, KS, **Linda Heitzman-Powell, PhD, BCBA-D**, Associate Research Professor, University of Kansas Medical Center, Kansas City, KS, and **Alice Zhang, PhD**, Postdoctoral Fellow, University of Kansas.

BOS.3D Supporting Paraprofessionals in Inclusive Environments: Understanding the Need for Consistent Interventions

As educators, we understand the need to implement interventions and strategies for students on the autism spectrum. However, we are so busy putting out fires that we forget it is the paraprofessionals that are the ones that implement the individualized plans with the students. To increase the use of these plans with students, it is important to define the reason why we use the strategies we use. This session will provide information on "why" it is so important for everyone working with students on the autism spectrum to implement evidence-based practices consistently and reliably. The focus will be on helping teachers and administrators provide "why" using individualized plans will increase engagement of students while decreasing negative behaviors in the inclusive classroom. (Beginner, Intermediate)

Jennie Lauber, PhD, Associate Professor, Emporia State University, Emporia, KS

1:15 PM – 2:45 PM | Awards Presentation and Keynote Session 2

Friday: Relentless: Dreams, Goals, and Aspirations

I am on a mission to educate and inspire everyone to be "Relentless" and achieve their dreams and goals in life. In the last two years, I have reached 140,000 individuals in more than 200 schools, colleges, camps and summer programs all over the United States. My insight about autism – gained from my own lived experience as a person on the spectrum and more than 5 years of interacting directly with hundreds of thousands of individuals, young and old, on the spectrum and off – provide the basis of my message to families, caregivers, and the entire network of support available to individuals with autism.

Anthony Ianni, BA, National Motivational Speaker & Autism Advocate, Michigan Department of Civil Rights

2:45 | Conference Adjourns

Outstanding Educator of Students with Autism Award

2020 – Jessica Schmidt, Autism Teacher, David Brewer Elementary, USD 453, Leavenworth, KS

2021 – Teri Berggren, Team Leader and Low Incidence Coordinator for Northwest Kansas Educational Service Center and a Regional Autism Consultant with TASN-ATBS

<https://mslbd.org/autism-conference/outstanding-educator-of-students-with-autism.html>

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