



Welcome to the Fifth Annual Richard L. Simpson Conference on Autism

Location [Plaster Student Union at Missouri State University](#) (Third Floor)
1110 E. Madison St.; Springfield, MO 65897

Sponsors [Midwest Symposium for Leadership in Behavior Disorders](#) (MSLBD),
[The Kansas Technical Assistance System Network](#) (TASN),
[Project ACCESS-Missouri State](#)

Theme Practice-Based Evidence: Meeting the Needs of the Entire ASD Spectrum

Register

Registration Items	Registration Rates	Timeline
Early Bird Registration	\$175.00	Through Sept. 22, 2023
Regular Registration	\$215.00	Through Sept. 29, 2023
BCBA CEUs Flat Rate	\$50.00	10 CEUs Possible

[Attendee Registration](#) | [Presenter/Planning Committee](#)
Registration includes registration on Thursday and Friday, continental breakfast, lunch, social event, parking pass, and shuttle service. NO WALK-IN REGISTRATIONS

Professional Development

10 credits available for [BCBA Type 2 CEUs](#) or track sessions for a Certificate of Attendance

Event Site

Register, Speaker Bios, Program Information: [Mobile Version](#) | [Desktop Version](#)

Hotels

Room Blocks with special rates have been set up with two area hotels—book by September 15, 2023. The rate (\$120 - \$132+tax) is subject to availability. [Hotel Information](#)

Shuttles and Parking

Shuttle service to the Plaster Student Union will be available from the designated conference hotels. If you are driving in or staying at a different hotel, parking passes will be provided with conference registration for a designated Missouri State University Campus parking lot. Shuttle service will be provided from the parking lot to the Student Union.

Thursday, October 5, 2023

Shuttle Service | 7:00 – 9:00 a.m. & 4:00 - 8:00 p.m. (afternoon: return to parking lots, hotel, and attend Social Event at Hold Fast Brewing)

Conference Desk Open | 7:35 a.m. – 5:00 p.m.

Continental Breakfast - Grand Ballroom

Thursday Morning Workshops | 8:30 – 11:30 a.m.

<i>WS1. ACTing out with Clark Griswold and Napoleon Dynamite: How to Use Acceptance & Commitment Training for Value-Driven Outcomes for Students & Educators</i>

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)

<i>Jennie Parbel, MA, BCBA, LBA, Summit Behavioral Services, Kansas City, MO</i>

LEVEL: Introductory/Basic, 3.5 BCBA CEUs

ROOM:

<i>WS2. Empowering Rural Educators: Programming For Students with Higher Support Needs</i>

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
--

<p>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)</p>	
<p><i>Kasey Keyes, MS Ed, Autism Resource Specialist, Project ACCESS, Springfield, MO</i></p>	
<p>LEVEL: Introductory/Basic</p>	<p>ROOM:</p>

<p><i>WS3. REsTRAIN Yourself: 6 Key Components for Reducing Emergency Safety Interventions</i></p>	
<p>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)</p>	
<p><i>Nichole Hitchcock, MEd, BCBA, LBA, TASN-ATBS, Ottawa, KS and Jennifer Paxton, MEd, State Trainer, TASN-ATBS, Holton KS</i></p>	
<p>LEVEL: Intermediate, 3.5 BCBA CEUs</p>	<p>ROOM:</p>

<p><i>WS4. Core Components of a Behavior Support Program: Considerations for Students on the Autism Spectrum</i></p>	
<p>Without the necessary program components, specialized behavior programs have fallen short in providing essential support for students that 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 actual 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)</p>	
<p><i>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</i></p>	
<p>LEVEL: Introductory/Basic, Intermediate</p>	<p>ROOM:</p>

Thursday Lunch and Keynote | 11:30 a.m. – 1:15 p.m.

<p><i>KN1. What's Behind the Mask? A Story of Autism and the Negative Effects of Masking</i></p>	
<p>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)</p>	
<p><i>Armando Bernal, MEd, BCBA, LBA, Founder, Autism International Consulting, PLLC, Spring, TX</i></p>	
<p>Level: Introductory/Basic, Intermediate</p>	<p>ROOM: Grand Ballroom</p>

Thursday Afternoon Workshops | 1:30 – 4:30 p.m.

WS5. Unlocking Expression: Serving and Empowering Diverse Students with Complex Communication Needs and Their Families

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

LEVEL: Introductory/Basic, Intermediate, Advanced

ROOM:

WS6. Expanding the Freedom of Educators and Students by Narrowing the Perspective Gap, Enhancing Noticing Skills, and Promoting Robust Executive Functioning Repertoires

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 to meet 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

LEVEL: Introductory/Basic, Intermediate

ROOM:

WS7. What You Teach and How You Teach Matters: Implementing an Applied Verbal Behavior Model in Classrooms

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)	
<i>Alice Shillingsburg, PhD, BCBA-D, Professor, Director of ICASD, University of Nebraska Medical Center, Munroe-Meyer Institute, Omaha, NE</i>	
LEVEL: Introductory/Basic, 3.5 BCBA CEUs	ROOM:

WS8. 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. (Advanced, 3.5 BCBA CEUs)	
<i>Lauren Gaskill, MS Ed, BCBA, Autism Resource Specialist, Project ACCESS, Highlandville, MO</i>	
LEVEL: Advanced, 3.5 BCBA CEUs	ROOM:

Social Event | 5:00 - 7:00 p.m.

Hold Fast Brewing, 235 N. Kimbrough Ave, Springfield, MO
Shuttles will be available to conference hotels and MSU parking lots until 7:30 p.m.

Friday, October 6, 2023

Shuttle Service | 7:00 – 9:00 a.m. & again 12:00 - 3:00 p.m. (return to the parking lot & hotels to depart)

Conference Desk Open | 7:45 a.m. – 2:15 p.m.

Continental Breakfast - Grand Ballroom, morning sessions begin at 8:30 a.m.

FRIDAY KEYNOTE SESSION | 8:30 a.m. – 9:30 a.m.

Session ID: KN2
KN2. 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*

LEVEL: Introductory/Basic, Intermediate

ROOM:

Concurrent Breakouts Set A | 9:45 a.m. - 10:45 a.m.

A1. Discussion Session with Armando Bernal - Thursday Keynote

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*

LEVEL: Everyone Welcome

ROOM:

A2. Structuring Storytime to Improve Language in Children with Autism

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*

LEVEL: Introductory/Basic, 1.0 BCBA CEU

ROOM:

A3. When Autism Meets Mental Health: What to Do When the Structure Doesn't Work?

We have more students that 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 Finegan, MS**, *Nettie Hartnett Education Center, Leavenworth USD 453, Leavenworth, KS*

LEVEL: Introductory/Basic

ROOM:

A4. Forming Meaningful Partnerships with Parents and Caregivers

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*

LEVEL: Introductory/Basic
1.0 BCBA CEU

ROOM:

A5. NI in EI: Using PRT & Contingent Imitation to Maximize Learner Motivation & Engagement During Play

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
LEVEL: Introductory/Basic **ROOM:**

Concurrent Breakouts Set B | 11:00 a.m. – 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*

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)

**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, Maine**

LEVEL: Intermediate, 1.0 BCBA CEU **ROOM:**

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

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

LEVEL: Introductory/Basic **ROOM:**

B3. *Shift the Mindset...Restructuring the Structure!*

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

LEVEL: Introductory/Basic **ROOM:**

B4. *Structured Training for Teaching Paras Strategies and Tools*

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)	
<i>Heather Christner, BA, Newton High School, USD 373, Newton, KS; Molly Mosher, MS, Geary County Schools, USD 475, Junction City, KS</i>	
LEVEL: Introductory/Basic	ROOM:

B5. <i>Gaining Assent Through Choice: Creating Willing Learners in the Classroom</i>	
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)	
<i>Trudy E. Georgio, PhD, BCBA, Tru Behavior Development, Houston, TX; Cannon T. Ousley, MS, BCBA, University of Missouri, Columbia, MO</i>	
LEVEL: Introductory/Basic, Intermediate 1.0 BCBA CEU	ROOM:

Lunch & Awards | 12:00 - 12:50 p.m. | Grand Ballroom

Concurrent Breakouts Set C | 1:00 – 2:00 p.m.

C1. <i>ParaImpact: A Framework for Training Paraeducators</i>	
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)	
<i>Rose A. Mason, PhD, BCBA-D, John Augustine, MS, and Charissa Voorhis Richards, MS, University of Missouri, Columbia, MO</i>	
LEVEL: Intermediate, 1.0 BCBA CEU	ROOM:

C2. <i>Teamwork Makes the Dream Work: There is No I in Team! A Multidisciplinary Approach to Planning Valid Learning Targets for Secondary Students</i>	
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)	
<i>Dana Ellis, MA, Courtney Priest, BA, Brooklyn Sipp, BA, Traci Matherly, MS, Amy Kester-Niehaus, MSED, Auburn-Washburn Unified School District 437, Topeka, KS</i>	
LEVEL: Introductory/Basic	ROOM:

C3. <i>Serve and Return! Exploring Brain Development in Children with Autism and Interventions to Support Brain Development</i>	
Brain research in autism has exploded in the last five years. Participants will learn about differences in the autistic brain and two promising psychoeducational interventions that show the potential to strengthen NEURAL connections beginning at the brain level. (Introductory/Basic)	
<i>Marilyn Kaff, PhD, Kansas State University, Manhattan, KS</i>	
LEVEL: Introductory/Basic	ROOM:

C4. <i>Technology</i>	
Description	
Presenters: Project Access	
LEVEL:	ROOM:

2:00 p.m. Adjournment

Fifth Annual Richard L. Simpson Conference on Autism October 5 & 6, 2023 Registration

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

Name: _____ Email: _____

Address: _____ Position: _____

City: _____ State: _____ Zip: _____

Mobile Telephone: _____ District: _____

Thursday Meal: *Baked Potato Bar **Friday Meal:** Box Lunch ___ Turkey & Cheddar Cheese, ___ Ham & Swiss, ___ Roast Beef & Pepper Jack, ___ *Grilled Veggie wrap with hummus and feta *Modifications will be made to these meals to accommodate those requesting Vegetarian, Vegan, and Gluten-sensitive meals

Indicate special dietary needs here to receive a personalized meal ticket for lunch.

___ None ___ Vegetarian ___ Vegan ___ Gluten-sensitive ___ Other: _____

Thursday, October 5, 2023

**Workshops available for BCBA CEUs*

Pre-Registration Required for Thursday Workshop Sessions | Please indicate first selection and alternate

Morning Workshop Sessions | 8:30 – 11:30 AM | choose one session to attend

- ___ WS1. ACTing out with Clark Griswold and Napoleon Dynamite: How to use Acceptance & Commitment Training for Value-Driven Outcomes for Students & Educators (3.0 BCBA CEUs)
- ___ WS2. Empowering Rural Educators: Programming For Students with Higher Support Needs
- ___ WS3. REsTRAIN Yourself: 6 Key Components for Reducing Emergency Safety Interventions (3.0 BCBA CEUs)
- ___ WS4. Core Components of a Behavior Support Program: Considerations for Students on the Autism Spectrum
- ___ Unable to attend or ___ Unknown at this time, please contact registrant

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

- ___ WS5. Unlocking Expression: Serving and Empowering Diverse Students with Complex Communication Needs and Their Families
- ___ WS6. Expanding the Freedom of Educators and Students by Narrowing the Perspective Gap, Enhancing Noticing Skills, and Promoting Robust Executive Functioning Repertoires
- ___ WS7. What You Teach and How You Teach Matters: Implementing an Applied Verbal Behavior Model in Classrooms (3.0 BCBA CEUs)
- ___ WS8. Show Me The Data (3.0 BCBA CEUs)
- ___ Unable to attend or ___ Unknown at this time, please contact registrant

Friday, October 6, 2023 | *Pre-Registration is not required for Friday Breakout Sessions.*

Registration Fee

\$175.00 - Early Registration, through September 22, 2023

\$215.00 – Regular Registration, September 29, 2023

\$50.00 – Prepay for BCBA CEUs Flat Fee

Registration Payment

Mailing check, include a copy of registration form(s).

Please contact me, I would like to pay with a credit card. Indicate your name and phone below.

Purchase Order, include a copy of registration form(s). An invoice will be emailed. Payment terms are 30 days.

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.

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 22, 2023, to receive a refund less a \$35 administrative fee. No refunds after September 22. 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. Group rates are available through **September 15**, subject to availability. <http://mslbd.org/autism-conference/hotel.html>

Parking: 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.

BCBA CEUs (flat fee \$50.00) See information on our website regarding sessions for credit. <https://mslbd.org/symposium-conference/symposium-bcba-ceus-or-certificate-of-attendance.html>

Midwest Symposium for Leadership in Behavior Disorders; PO Box 202, Hickman, NE 68372

Send completed registration forms to: registration@mslbd.org or Fax: 402-313-4702

Questions may be directed to Keri Frey, manager@mslbd.org, phone 402-792-3057, www.mslbd.org