



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

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

**Theme** Practice-Based Evidence: Meeting the Needs of the Entire ASD Spectrum  
 Special Strand will focus on Transitions.

**Hotel** Room Blocks with special rates have been set up with two area hotels.  
 The rate (\$134 - \$144+tax) is subject to availability. For more information [Hotel Information](#)

**Register**

Registration Items	Registration Rates	Timeline
Early Bird Registration	\$190.00	Through Sept.20, 2024
Regular Registration	\$240.00	Through Sept. 27, 2024
BCBA CEUs Flat Rate	\$50.00	10 CEUs Possible
<p align="center"><b>Attendee Registration   Presenter/Planning Committee</b>            1) Two Keynote Sessions, 2) Choice of one morning and one afternoon workshop on Thursday,            3) Three one-hour breakout sessions, and 4) lunch on Thursday &amp; Friday,            5) coffee and hot tea from 7:45 a.m. until approx 10:30 a.m. on both days.            Breakfast is not provided at the conference center, our hotel partners have breakfast onsite.</p>		

## Professional Development

Up to 10 credits are 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](#)

## Parking & Campus Map

Free parking is located next to the BEST Conference Center to the North of the building.

Link: [KU Edwards Campus Map](#)

# Thursday, October 3, 2024

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

Coffee & tea service, BEST Foyer

## Thursday Fullday Workshops | 8:30 – 11:30 a.m. and 1:30 - 4:30 p.m.

### **WS1a. WS1b. Core Components of a Behavior Support Program: Considerations for Students on the Autism Spectrum**

#### **FULL-DAY SESSION, register for WS1a & WS1b**

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

**LEVEL:** Basic, Introduction; Intermediate

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

### **WS2a. WS2b. Fall or Fly: Acceptance and Commitment Therapy (ACT) through the Eyes of Dumbo. Learn and Apply ACT for the "Big Top" and Beyond**

#### **FULL DAY SESSION, register for WS2a & WS2b**

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

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

**LEVEL:** (Introductory, Basic; Intermediate; 7.0 BCBA CEUs based on full-day registration)

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

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

### **WS3. Supporting Paraeducator Professional Development Needs for Those Supporting Children with Autism in Early Childhood Settings**

Paraeducators often support young children with autism in educational settings. Teachers and administrators are often responsible for their professional development and overseeing day-to-day tasks but often indicate feeling unprepared for this role. Furthermore, paraeducators indicate inadequate training and supervision. This session will provide a comprehensive overview of how to best support paraeducators who work with young children with autism in early childhood settings, including some of the main challenges in the field related to paraeducators and support of young children with autism in early childhood settings, considerations when supporting paraeducator training and supervision, and various strategies and tools that can aid training and supervision for paraeducators. Research-based strategies that paraeducators can implement to support the communication, social, and behavioral needs of children with autism will also be discussed.

**LEVEL:** Basic, Introductory

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

### **WS4. Transition Across the Lifespan for Learners with Autism: From Zero to Three to Living Independently!**

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

**LEVEL:** Basic, Introductory

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

### **WS5. Creating Legally Defensible FBAs and BIPs in Schools**

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

**LEVEL:** Intermediate, Advanced; 3.5 BCBA CEUs

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

## Thursday Lunch & Keynote Session | 11:30 a.m. - 1:15 p.m.

### **KN 1. Supporting Inclusive Opportunities for Secondary Youth with Autism in the Transition Planning Process**

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

parents related to why it is important to provide inclusive opportunities for youth with autism and building collaborative partnerships with community partners to support a successful transition into adult life.

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

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

### **WS1b. Workshop Continues | Core Components of a Behavior Support Program: Considerations for Students on the Autism Spectrum**

See previous description, full-day session

### **WS2b. Workshop Continues | Fall or Fly: Acceptance and Commitment Therapy (ACT) through the Eyes of Dumbo. Learn and Apply ACT for the "Big Top" and Beyond**

See previous description, full-day session, eligible for BCBA CEUs

### **WS6. School Consultation by Behavior Analysts: Are Your Services Effective?**

The Council for Autism Service Providers (CASP) ABA 2.0 Guidelines outline two types of ABA services for behavior analysts: Focused and Comprehensive. School consultation services are not mentioned or described. While The BACB originally authored this document as a means of clarifying ABA services for health insurance carriers, what is the applicability of this document for behavior analysts who practice in schools? In this workshop, you will learn how to ensure that your school consultation services are effective in improving the outcomes for the students you serve. This workshop will incorporate the BACB Code of Ethics for Behavior Analysts (2020) and also The Individuals with Disabilities Education Improvement Act (IDEIA, 2004).

**LEVEL:** Advanced; 3.5 BCBA CEUs

**Melissa Olive, PhD, BCBA-D, LBA**, Executive Director, FABA, Naples, FL

### **WS7. Verbal Behavior, PEAK, PFA/SBT... Oh My! Building an Individualized School Day**

We know there are a lot of great training opportunities, tools and resources out there for learners with diverse needs, but how do you know which resources are best for your learners? How do you implement each practice with fidelity? We will walk through how to take the overwhelm out of programming.

**LEVEL:** Intermediate

**Abby Pfister, MEd, BCBA, SPED Teacher & Instructional Coach** and **Jenna Hoffman, MEd, Resource Specialist**, South Sioux City Community Schools, Nebraska

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

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

# Friday, October 4, 2024

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

Coffee & tea service, BEST Foyer

## Friday Keynote Session | 8:30 a.m. – 9:30 a.m.

### KN2. Panel of Professionals: Preparing Transition-Aged Students with Autism for Life After High School

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

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

### A1. Q&A with the Keynote Panel

The Keynote Panel will be available to follow up on questions from the presentation.

**LEVEL:** Everyone Welcome

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

### A2. High School Work Experiences to Prepare for Graduation and Beyond!

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

**LEVEL:** Basic, Introductory; Intermediate; Advanced

*Loni LeForce, PhD*, Transition Specialist, and *Pam Calvin, MA*, BASE Teacher, Springfield Public Schools Springfield, MO

### A3. "2-4-6-8 Who Do We Appreciate?" Meaningful Collaboration with Families

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

**LEVEL:** Basic, Introductory; 1.0 BCBA CEU

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

### A4. Effective Strategies for Increasing AAC Use in Daily Activities

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

**LEVEL:** Basic, Introductory

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

## A5. Emerging Tech

Details to come

**LEVEL:** Basic, Introductory

## Concurrent Breakouts Set B | 11:00 a.m. - 12:00 p.m.

### B1. How to Prepare for Post-Secondary Programs

A discussion of common needs for students in Post-Secondary from the post-secondary perspective. Independence, self-determination, self-reliance, and wellness skills, among others.

**LEVEL:** Basic, Introductory

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

### B2. Self Advocate - Self Determination

Details to come

**LEVEL:** Basic, Introductory

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

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

**LEVEL:** Basic, Introductory; Intermediate; 1.0 BCBA CEU

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

### B4. Growing Greatness: Coaching and Collaborating with First-Year Special Education Teachers

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

**LEVEL:** Basic, Introductory

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

### B5. Theory of Mind: From Theory to Practice

Theory of Mind (ToM) refers to the ability to infer mental states such as beliefs, thoughts, and intentions in oneself and others. It is sometimes referred to as "mindreading" or "mentalizing." Having a functional ToM is crucial for navigating social interactions, as it allows people to anticipate the mental states of others. Language and ToM are interrelated, as communication provides a means of understanding what is going on in others' minds, while understanding others' mental states facilitates understanding their communication. Research has shown that behavioral interventions can be used to teach students with impaired ToM, particularly students with autism. Recently practitioners have begun to emphasize naturalistic training methods to teach foundational ToM to enhance the development of perspective-taking, communication, and complex social language.

**LEVEL:** Intermediate, Advanced; 1.0 BCBA CEU

*Trudy Georgio, PhD, BCBA-D, LBA, Bay Path University Longmeadow, MA*

## Lunch & Awards Program | 12:00 p.m. - 1:00 p.m.

Box lunch, sandwich preselected during registration.  
BEST Conference Center

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

### C1. Follow the Yellow Brick Road

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

**LEVEL:** Basic, Introductory

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

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

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

**LEVEL:** Basic, Introductory

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

### C3. Impacts of Tech-Based Self-Monitoring on Students with Autism

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

**LEVEL:** Basic, Introductory

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

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

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

**LEVEL:** Basic, Introductory; 1.0 BCBA CEU

*Katie Hammond, EdSp, BCBA, Sara Johnson, MAEd, BCBA, Lindsey Fritts, MSE, Anna Ramos, MAEd and Jeanne Burgess, MS, Blue Springs School District, Blue Springs, MO*

Submit tracking forms for the certificate of attendance. | Submit and pay for BCBA CEUs.

**Conference Adjourns | 2:00 p.m.**

# Sixth Annual Richard L. Simpson Conference on Autism October 3 & 4, 2024 Registration

Name: \_\_\_\_\_ Email: \_\_\_\_\_

Address: \_\_\_\_\_ Position: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Mobile Telephone: \_\_\_\_\_ District: \_\_\_\_\_

I have reviewed the Cancellation and Transfer Policy on the second page.

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**Thursday Meal:** \*Baked Potato Bar      **Friday Meal:** Sandwich box lunch select preferred sandwich.

**Select preferred sandwich**  Roasted Turkey,  Ham,  Roast Beef,  Chicken Salad w/Almonds & Pineapple,  
 \*Spinach Veggie Wrap (spinach, guacamole, pico de gallo, mushrooms, and asiago, wheat wrap)

*\*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: \_\_\_\_\_

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## Thursday, October 3, 2024

*\*Workshops available for BCBA CEUs*

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

### **Full Day Workshop Sessions | 8:30 – 11:30 AM & 1:30 – 4:30 PM | Register for morning and afternoon**

WS1a. WS1b. Core Components of a Behavior Support Program: Considerations for Students on the Autism Spectrum

WS2a. WS2b. Fall or Fly: Acceptance and Commitment Therapy (ACT) through the Eyes of Dumbo. Learn and Apply ACT for the "Big Top" and Beyond (BCBA CEUs)

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

WS3. Supporting Paraeducator Professional Development Needs for Those Supporting Children with Autism in Early Childhood Settings

WS4. Transition Across the Lifespan for Learners with Autism: From Zero to Three to Living Independently

WS5. Creating Legally Defensible FBAs and BIPs in Schools (BCBA CEUs)

Unknown at this time, please contact registrant

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

WS6. School Consultation by Behavior Analysts: Are Your Services Effective? (BCBA CEUs)

WS7. Verbal Behavior, PEAK, PFA/SBT... Oh My! Building an Individualized School Day

Unknown at this time, please contact registrant

**Friday, October 4, 2024 | Pre-Registration is not required for Friday Breakout Sessions.**



## Registration Fee

- \$190.00 – **Early Registration**, May 2024 - September 20, 2024
- \$230.00 – **Regular Registration**, September 21 - 27, 2024
- \$50.00 – **Prepay for 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, an additional \$20 administrative fee will be added for each purchase order processed. Include a copy of the registration form(s) with the purchase order. An invoice will be emailed. **Payment terms are 30 days.**

Name of Individual Responsible Payment: \_\_\_\_\_

Email: \_\_\_\_\_ Phone: \_\_\_\_\_

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**Confirmation Email:** An individual confirmation email will be sent to each person registered, the message originates from [mail@eventsquidmail.com](mailto: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](mailto:manager@mslbd.org), in writing by 5:00 p.m. central time Friday, September 20, 2024, to receive a refund less a \$35 administrative fee. No refunds after September 20. 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. Information about room block will be available around June 1. <http://mslbd.org/autism-conference/hotel.html>

**Parking:** Parking at the KU Edwards Campus BEST Conference Center is free.

**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](mailto:registration@mslbd.org) or Fax: 402-313-4702

Questions may be directed to Keri Frey, [manager@mslbd.org](mailto:manager@mslbd.org), phone 402-792-3057, [www.mslbd.org](http://www.mslbd.org)