

# **First Annual Richard L. Simpson Conference on Autism**

October 4 & 5, 2018

Sponsored by  
Midwest Symposium for Leadership in Behavior Disorders (MSLBD)  
The Kansas Technical Assistance System Network (TASN)



# First Annual 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 First Annual Richard L. Simpson Conference on Autism. This conference honors our friend and colleague, 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 in this First Annual conference.

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 on these topics.

We welcome feedback on all aspects of the conference. Please be sure and complete a **Conference Evaluation Form**. This form gives us valuable information as we improve and expand on the conference each year. **Completed forms may be exchanged for raffle tickets**. All conference attendees have the opportunity to win professional books that were owned by Rich. We believe Rich would be pleased that his library is being shared among educators who serve students with autism.

All conference attendees are welcome to attend a social event Thursday, October 4 at the Hilton Garden Inn Olathe, 12080 S. Strang Line Road, Olathe, Kansas. Bring your beverage ticket for a free drink and appetizers, 5:30-7:00 p.m. on the second floor Terrace.

We thank you for choosing to attend this conference and for your commitment to children and youth with autism.

# First Annual Richard L. Simpson Conference on Autism PLANNING COMMITTEE

**Felicity Balluch**, Peru State College, Peru, Nebraska

**Leslie Ann Bross**, University of Kansas, Lawrence, Kansas

**Theresa Earles-Vollrath**, University of Central Missouri, Warrensburg, Missouri

**Paul LaCava**, Rhode Island College, Providence, Rhode Island

**Jessica Nelson**, Kansas State University, Manhattan, Kansas

**Kaye Otten**, Summit Behavioral Services, Kansas City, Missouri

**Mary Elizabeth Patry**, University of Kansas, Lawrence, Kansas

**Lisa Robbins**, University of Central Missouri, Warrensburg, Missouri

**Richard L. Simpson**, in absentia, University of Kansas, Lawrence, Kansas

**Jason Travers**, University of Kansas, Lawrence, Kansas

**Keri Frey**, MSLBD Manager

# THURSDAY, OCTOBER 4, 2018

8:00 a.m.–4:30 p.m. **Conference Desk Open** BEST BUILDING LOBBY

9:00 – 11:30 a.m. **MORNING WORKSHOPS**

WS 1 **Critical Components for Establishing an Intensive Verbal Behavior Program for Students with ASD (Part I)** BEST RM 135

This double workshop will present information on setting up intensive verbal behavior programs for students with autism spectrum disorder in classrooms. Specific topics will include the basics of applied behavior analysis (ABA) and in-depth information on the analysis of verbal behavior and its use for improving the language of students with autism. Participants will learn about considerations for selecting instructional goals for children with varying language abilities. Role-play opportunities will be included to practice specific teaching strategies and the data collection system.

*Mary Beth Patry, MEd, BCBA, Doctoral Candidate, University of Kansas, Lawrence, KS and Stacey Martin, MA, BCBA, Autism and Behavior Consultant, Summit Behavioral Services, Lee's Summit, MO*

WS 2 **Video-Based Instruction for Students with Autism** BEST RM 130

This workshop will hone attendees' skills in using and developing video-based instruction for students with autism. This session will include specific information on preparing and using video modeling, video priming, video prompting and various hybrids, and extensions of these procedures. Attendees will also learn about developing video-based instructional approaches to target specific outcomes, including social skills, communication, engagement, and functional skills. Presenters will share existing technologies to address social-emotional learning with an emphasis on emotion recognition. At the end of this workshop attendees will be given guided practice in creating various instructional supports and will understand the skills necessary to independently craft these materials for the students in their care.

*Stephen Crutchfield, PhD, Assistant Professor, California Polytechnic State University, San Luis Obispo, CA and Paul LaCava, PhD, Associate Professor, Rhode Island College, Providence, RI*

WS 3 **A Multi-Tiered Function-Based Thinking Approach to Behavior Support** BEST RM 120

Positive behavior support and functional behavioral assessment are both extensions of applied behavioral analysis and have a strong evidence base. Function-based thinking integrates core concepts and components of both positive behavior support and functional behavioral assessment into a multi-tiered system of support to guide efficient and effective responses and interventions for all students. Individuals on the autism spectrum have unique skill deficits that can be directly taught, reinforced and sustained using this model of behavior support in school, community and home settings.

*Kaye Otten, PhD, BCBA, Summit Behavioral Services, Kansas City, MO*

WS 4 **Creating High Quality Rural Programs for Students with ASD and Intellectual Disabilities** BEST RM 125

The best teachers are continuously engaged in the refinement of their programs and teaching practice. In this session, the presenter will share a model for teacher-directed program improvement based on a set of quality indicators for educational programs for students with ASD and ID. Further, he will provide strategies derived from the research literature and his personal experience for facilitating and maintaining teacher-behavior change.

*Robert C. Pennington, PhD, BCBA-D, University of Louisville, Louisville, KY*

WS 5 **An Update of Case Law and Students with Autism Spectrum Disorders** BEST RM 215

Students with autism spectrum disorders have a wide variety of needs within the school system. The needs of these students and limited school resources may often lead to a contentious relationship between the parents of the child and the local education agency. Not surprisingly, a vast amount of court cases heard in special education involve students with autism spectrum disorders. This presentation will give an update of case law specific to students with autism spectrum disorders with an emphasis on how schools can avoid common errors in conferring a FAPE to these students.

*Mickey Losinski, PhD, Associate Professor and Jessica Nelson, MS, BCBA, Instructor, Kansas State University, Manhattan, KS*

11:30 a.m. – **LUNCH** BEST CONFERENCE CENTER  
12:15 p.m. Lunch can be enjoyed in the conference center, classrooms, or the courtyard.

12:15–1:15 p.m. **KEYNOTE SESSION 1** BEST CONFERENCE CENTER

### ***To Graduation, and Beyond! Planning for Success***

Despite the best efforts of schools and families, some students with ASD do not experience the same degree of success and personal fulfillment in adulthood compared to their nondisabled peers or to students who are receiving services under IDEA categories other than ASD. This presentation will explore what factors drive these differences and what variables lead to stronger adult outcomes.

*Brenda Smith Myles, PhD, President of AAPC Publishing, former Consultant, National and International Speaker, Ohio Center for Autism and Low Incidence (OCALI) and former professor in the Department of Special Education at the University of Kansas*

12:15–1:15 p.m.

## AFTERNOON WORKSHOPS

WS 1

### **Critical Components for Establishing an Intensive Verbal Behavior Program for Students with ASD (Part II)**

BEST RM 135

This double workshop will present information on setting up intensive verbal behavior programs for students with autism spectrum disorder in classrooms. Specific topics will include the basics of applied behavior analysis (ABA) and in-depth information on the analysis of verbal behavior and its use for improving the language of students with autism. Participants will learn about considerations for selecting instructional goals for children with varying language abilities. Role-play opportunities will be included to practice specific teaching strategies and the data collection system.

*Mary Beth Patry, MEd, BCBA, Doctoral Candidate, University of Kansas, Lawrence, KS and Stacey Martin, MA, BCBA, Autism and Behavior Consultant, Summit Behavioral Services, Lee's Summit, MO*

WS 6

### **To Graduation, and Beyond! Planning for Success,** Keynote continued

BEST RM 125

Do you work with young adults who have a high potential for success but an unclear path to independence? Do you worry about their transition from high school to adulthood? This workshop will offer valuable strategies for achieving independence, including interventions for self-regulation and mindfulness. Learn how to avoid missteps and resolve ongoing challenges using evidence-based practices and the steps to create a comprehensive plan to implement these tools in the workplace, for transportation, and in after-work settings.

*Brenda Smith Myles, PhD, President of AAPC Publishing, former Consultant, National and International Speaker, Ohio Center for Autism and Low Incidence (OCALI) and former professor in the Department of Special Education at the University of Kansas*

WS 7

### **How to Use Self-Management Strategies for Students with Autism**

BEST RM 120

This presentation will provide attendees with concrete steps on developing and implementing self-management strategies for students with autism. This will include information on goal setting, self-monitoring, and self-reinforcement interventions. Specific topics covered will include: examples of self-management materials currently at use in the classroom, information on specific prerequisite skills students need to access these treatments, scaffolds for students with autism and cognitive impairments, and guidelines for using these approaches together as a treatment package.

*Stephen Crutchfield, PhD, Assistant Professor, California Polytechnic State University, San Luis Obispo, CA*

WS 8

### **Sexuality Education for Students with Autism**

BEST RM 215

Students with autism may engage in socially unacceptable sexual behavior, but also express interests in relationships and other aspects of sexuality. Unfortunately, special educators and related service providers receive little or no training in how to support sexuality education-related needs of their students with autism. This session will provide a framework for using evidence-based practices to prevent unacceptable sexual behavior, teach sexuality-related knowledge and skills, and respond to sexual expression by students with autism. Specific recommendations for dealing with inappropriate masturbation also will be presented.

*Jason Travers, PhD, BCBA-D, Associate Professor, University of Kansas, Lawrence, KS*

WS 9

### **Supporting Educators Serving Students with Autism Spectrum Disorders and Complex Learning Needs**

BEST RM 130

For professional development to be effective and result in systematic implementation of evidence-based practices, administrative support and investment is required (Kucharczyk, S., Shaw, E., Smith Myles, B., Sullivan, L., Szidon, K., & Tuchman-Ginsberg, L. 2012). This training is designed for special education and building level administrators who will be supporting educators serving students with autism spectrum disorders (ASD) and complex learning needs. Participants will be provided with an overview of ASD, Structured Teaching and a classroom support tool that can be used to guide conversations regarding implementation.

*Karine Gleason, MEd, Team Member, Lee Stickle, MEd, Director, and Lisa Holt, Secondary Coordinator, TASN Autism & Tertiary Behavior Supports, KS*

5:30 – 7:00 PM

### **CONFERENCE SOCIAL**

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



## FRIDAY, OCTOBER 5, 2018

7:45 a.m.–3:45 p.m. **Conference Desk Open** BEST BUILDING LOBBY

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

### *The Problem isn't the Game, it's the Playbook: How having a Child with Autism Changed our Lives*

**Drs. Matthew and Brenda McNiff**, Educational Service Unit 5, Beatrice, NE; Matt is a Behavior Consultant and Special Education Director, Brenda is an Administrator for the District

After years of working with children with special needs, Matt and Brenda McNiff were given their very own child with autism. The diagnosis of autism was both unexpected and difficult to overcome. As they managed the news, they found that their parental playbook was no longer effective. They not only needed a whole new playbook, but an entirely new team in which to execute those plays. In the short ten years that they've been parents of a child with autism, they've learned some lessons that helped develop their family into a winning team. Join these two dynamic speakers for an inside look at what it's like to have your life turned upside down and finding acceptance, peace, and love in raising their child with autism.

9:45 – 10:45 a.m. **SET I – CONCURRENT BREAKOUT SESSIONS**

B01 **Write on! Building Written Language Repertoires in Students with ASD and Intellectual Disabilities** BEST RM 125

Written expression is essential for full participation in academic, social, and employment contexts. In this dynamic session, the speaker will guide participants through the most recent research in teaching written expression to students with ASD and ID and distill for them a set of practice components that can be used to facilitate their students' success.

**Robert C. Pennington PhD, BCBA-D**, Associate Professor, Assistant Department Chair, Department of Special Education, University of Louisville, Louisville, KY

B02 **Social Strategies for High Functioning Students with ASD** BEST RM 215

Impairment in social functioning is a primary characteristic of autism spectrum disorders. Indeed, most individuals with ASD lack the social interaction skills needed to develop and maintain successful interactions. Often for those identified as high functioning, these deficits are subtler yet no less impactful. The purpose of this presentation is to describe a systematic process educators can use to identify appropriate evidenced-based social skills programs. Specific example strategies will be highlighted.

**Janine Stichter, PhD**, Professor, University of Missouri, Columbia, MO

- B03 Strategies for Success: Addressing Executive Functioning Deficits in Students with Autism Spectrum Disorders** BEST RM 130
- Executive functioning (EF) deficits have been associated with several behavioral challenges common in children with ASD. These include restricted interests, repetitive behaviors, stimulus overselectivity, generativity, and deficits in cognitive flexibility. This session will present specific assessment tools and instructional strategies targeting EF deficits commonly experienced by students with ASD.
- Lisa Robbins, PhD, Associate Professor, University of Central Missouri, Warrensburg, MO and Kaye Otten, PhD, BCBA, Summit Behavioral Services, Kansas City, MO*
- B04 How to do Discrete Trial Training: Creating an ABA-based Teaching Program for Young Children with Autism** BEST RM 235
- This seminar will provide an overview of the new 2nd edition of "How to Do Discrete Trial Teaching" in the How To Autism Spectrum Disorders Series, edited by the late Richard Simpson. The presenter will describe the overall purpose and suggested use for the book, while also providing a brief description of each section. Discrete trial teaching covers and incorporates so many of the overall ABA principles and techniques that are needed within any ABA program for a child with ASD, thus this book is subtitled: Creating an ABA-based Teaching Program for Young Children with Autism. This user-friendly book enables university professors, clinical supervisors, clinical directors, etc. to use it as a curriculum guide and assessment tool for training individuals who are new to learning and implementing DTT with children with ASD.
- Sonja de Boer, PhD, BCBA-D, Chief ABA Officer, Remi Vista, Inc., Redding, CA*
- B05 Supporting Play in Preschoolers with Autism Through Peer-Mediated Interventions** BEST RM 225
- This session will present information on peer-mediated play interventions with preschoolers with autism. The importance of peer-mediated play with minimal adult interference as a means of enhancing preschoolers' play will be discussed. Additionally, a brief description of play development, along with the ways play may differ in children with autism will be provided. Finally, this session will describe strategies for organizing, designing, and implementing peer-mediated play interventions.
- Mary Beth Patry, MEd, BCBA, Doctoral Student, University of Kansas, Lawrence, KS*
- B07 Teaching Play to Young Children with ASD** BEST RM 320
- Teaching play to children with autism is not as easy as it looks. For many young children with autism limited social, communication and imitation skills have a huge impact on their ability to play. Learning to play functionally with toys is often hard work for young children with autism, and not always fun! In this session,

participants will learn simple steps for teaching beginning object-based play and expanded play schemes to children with autism using evidence-based practices.

*Teri McGill, MEd, BCBA, Regional Coordinator, NE ASD Network Omaha, NE*

**B08 Social Competencies: Supporting Students with Autism BEST RM 135**

The Kansas State Department of Education has led the way in supporting social and emotional learning for students. Making social competencies part of individualized programs for students with disabilities is critical to their success in school, at home, and in the community – both during school years and after graduation. A focus on a case study, an implementation cycle, and current TASN ATBS resources to support instruction will provide a foundation for supporting student growth in social competencies.

*Gail Ferguson, MEd and Lisa Holt, MEd, TASN Autism & Tertiary Behavior Supports, KS*

**B09 Implementing Structured Teaching in a Classroom to Improve Student Outcomes BEST RM 310**

The increased prevalence of autism has intensified the demand for effective educational and therapeutic services to support student outcomes such as school readiness and social-emotional skills. There is evidence supporting the use of a comprehensive treatment model (CTM) such as Structured Teaching (Wong et al., 2013). Schopler and colleagues at TEACCH developed Structured Teaching as a fundamental part of their approach to working with individuals with autism. This presentation will provide an overview of the elements of Structured Teaching as well as a systematic process to implementing those elements in a classroom.

*Karine Gleason, BS and Peggy VonFeldt, MA, BCBA, LBA, TASN Autism & Tertiary Behavior Supports, KS*

**B14 Skillstreaming for Students with High Functioning Autism BEST RM 230**

Individuals with high-functioning forms of autism experience social interaction problems, including social excesses, deficits, and failure to understand social situations and expectations. A large body of high-quality research indicates that explicit instruction in a variety of social skills improves the social competence and performance of students with high-functioning autism. This session will introduce a guide for teaching relationship skills, social comprehension, self-regulation, problem-solving, understanding emotions, and school-specific social skills using explicit instruction like modeling, role-play, feedback, and independent practice.

*Ellen McGinnis-Smith, PhD, Consultant, Ankeny, IA*

11:00 a.m. –  
12:00 p.m.

**SET II – CONCURRENT BREAKOUT SESSIONS**  
(Set I Sessions Repeat)

12:00 – 1:00 p.m. **LUNCH AND AWARDS PRESENTATION** BEST CONFERENCE CENTER  
Lunch can be enjoyed in the conference center, classrooms, or the courtyard  
Awards Presentation will begin at 12:30 p.m.

1:15 – 2:15 p.m. **SET III – CONCURRENT BREAKOUT SESSIONS**

B06 **Training and Managing Paraprofessionals in a School Setting** BEST RM 130  
Students with autism spectrum disorder have varying needs and it can be confusing for paraprofessionals to understand how to work with such a wide range of needs in the school setting. This presentation will provide information about how to train and teach paraprofessionals to interact, work with, and use behavior supports for students on the autism spectrum. This session will cover what paraprofessionals need to know and how you can train your paraprofessionals to use evidence-based intervention strategies such as shaping, prompt fading, reinforcement, discrimination procedures, and data collection management.  
*Jessica Nelson, MS, BCBA, LBA, Instructor, Kansas State University, Manhattan, KS and Felicity Balluch, EdD, Assistant Professor, Peru State College, Peru, NE*

B10 **Employment Skills Training for Transition-Aged Youth with ASD** BEST RM 310  
This presentation describes how to implement a variety of evidence-based practices to support transition-age youth with ASD during community-based employment experiences. Step-by-step instructions for applying self-monitoring, technology-aided instruction, and visual supports for employment skills will be shared, with emphasis on social competence, social skills, and task completion at work.  
*Leslie Bross, MS, Doctoral Student, University of Kansas, Lawrence, KS*

B11 **Using Evidence-based Practices with Students with Autism Spectrum Disorder** BEST RM 230  
Over the last two decades, the identification and use of evidence-based practices (EBP) has become a critical trend in the field of autism spectrum disorder (ASD). While educators understand the ethical imperative to use effective practices with their students, practical challenges remain. Despite significant advances in research and teaching methods, due to the complexities of scientific findings, differences in EBP terminology and reviews, as well a number of other factors, implementing EBP for students with ASD can be confusing. The presenter will provide an overview of EBP, including definitions and components, identify the guiding questions that should be asked about EBP, discuss a process to choose, use and evaluate EBP, and share how to locate and use free web-based EBP resources.  
*Paul LaCava, PhD, Associate Professor, Rhode Island College, Providence, RI*

- B12**                      **Prevalent Practices and Critical Concerns for Individuals with ASD and Complex Communication Needs**                      BEST RM 135
- Children with ASD who also have complex communication needs (CCN) present particular challenges to practitioners. The presenter will discuss the state of the science with regard to working with this population, drawing from content from recently completed work in collaboration with dear friend and colleague, Rich Simpson. Content to be covered will include the central role of communication in development of practices for individuals with ASD and CCN, evidence-based practices and key features of these practices, unproven treatments, and questions that remain unanswered. This presentation will be relevant to educators, speech-language pathologists, and behavior analysts; family members may also find the content useful and interesting.
- Jennifer Ganz, PhD, BCBA-D, Professor, Texas A&M University, College Station, TX and Richard L. Simpson, EdD, in absentia, Emeritus Professor, University of Kansas, Lawrence, KS*
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- B13**                      **ASD Toolkit for Evaluation and Programming**                      BEST RM 225
- This session will offer participants a variety of tools school teams can use to determine eligibility and programming for students being considered for an autism spectrum disorder (ASD). In addition, presenters will share strategies for examining curricular and school level frameworks for students with ASD as well as looking at assessments used on a daily basis that inform programming decisions.
- Brooke Carson, PhD, State Autism Specialist, Exceptional Student Services, Colorado Department of Education and Lee Stickle, MEd, Director, TASN Autism & Tertiary Behavior Supports, Kansas*
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- B15**                      **Increasing Social Competence Skills in Young Children with Autism through Individualized Peer-Mediated Interventions**                      BEST RM 320
- In this presentation, participants will gain knowledge about designing peer-mediated interventions (PMIs) based on individualized assessment processes (e.g., preference assessments) to address the social competence needs of young children with ASD. Specifically, participants will know (a) the impact of PMIs on social competence skills exhibited by young children with ASD; (b) how researchers and practitioners can individualize PMIs to better address the social competence needs of young children with ASD; and (c) how to collect and summarize data in a systematic manner to evaluate the effectiveness of PMIs. Recommendations for application of PMIs in early childhood settings will be discussed.
- Jose' Martinez, PhD, Assistant Professor, University of Kansas, Lawrence, KS*

- B16                      **Using Visual Supports to Enhance Language and Cognition**                      BEST RM 215  
 “Thought is visible language, and language is a visible thought.” For the visual learner, educators can help shape cognitive processes via enhanced linguistic instruction to develop more effective associative and deductive reasoning patterns. Increasing flexibility in cognitive-linguistic reasoning assists those with ASD in accurately thinking about and responding to the world around them. This session focuses on strategies that incorporate visual supports to enhance semantic and syntactic language patterns to teach salient features of a skill or concept while guiding subsequent logical thought patterns of association and reasoning.  
*Teresa Kemper, MA, CCC-SLP, Private Practice Speech-Language Therapist, Kemper Communication, Lee’s Summit, MO & Theresa L. Earles-Vollrath, PhD, BCBA, LBA, Professor, University of Central Missouri, Warrensburg, MO*
- B17                      **Too Many Behaviors, Too Little Time!**  
**How to Prioritize Target Behaviors**                      BEST RM 125  
 Conducting direct observations along with behavioral interviews and needs assessments can result in myriad target behaviors in need of intervention. This pool of assessment results often leaves us scratching our head while saying, “Where do I even start?” Within this session, learn to identify which behaviors to attend to and change first by answering nine questions designed to prioritize target behaviors.  
*Peggy VonFeldt, MA, BCBA, LBA and Pam Scharping, MEd, BCBA, LBA, TASN Autism & Tertiary Behavior Supports, KS*
- B18                      **The Early Childhood Autism Certificate:**  
**An Innovative Approach to Professional Development**                      BEST RM 235  
 There is currently a waiting list in Kansas for the autism waiver. Families have the challenge of finding daycare and/or early childhood programs with a trained teacher and related service providers who understand autism. Based on a statewide need for autism-specific professional development, the Pittsburg State University Early Childhood Autism Certificate was developed with collaboration from professionals and family members throughout the state. This session will focus on the specialized knowledge and skills taught regarding the characteristics, methods of assessment and evidence-based practices for teaching young children with autism and developmental delays; in addition, previous students will share their new knowledge and skills.  
*Terri Cooper Swanson, PhD, Autism Certificate Program Coordinator, Pittsburg State University; TASN Autism & Tertiary Behavior Supports; Sarah Behrens, LMSW, TASN Autism & Tertiary Behavior Supports, KS; Jennifer Oborny, MEd, Early Childhood Special Educator, Hays Area Children’s Center in Hays, KS; and Melanie Garrison, MEd, Early Childhood Special Educator, Garden City Schools, Garden City, KS*

2:30 – 3:30 p.m.

**SET IV – CONCURRENT BREAKOUT SESSIONS**  
(Set III Sessions Repeat)

3:30 p.m.

**CONFERENCE ADJOURNS**

# First Annual Richard L. Simpson Conference on Autism

## PRESENTERS

**Felicity Balluch**  
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