



Second Annual Richard L. Simpson Conference on Autism

October 10 & 11, 2019

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

Second 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 Second 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 in this Second 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 are excited to be offering 9 CEU's for Board Certified Behavior Analysts this year. If you are a BCBA needing type 2 CEU's make note of these sessions that offer these as indicated at the end of their session description.

We welcome feedback on all aspects of the conference. Please be sure and complete the online Conference Evaluation. This evaluation gives us valuable information as we improve and expand on the conference each year. On Friday we will be asking participant to complete a brief survey, and **completed surveys may be exchanged for raffle tickets**. Those in attendance at lunch on Friday 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 10 at the Hilton Garden Inn Olathe, 12080 S. Strang Line Road, Olathe, Kansas. Bring your beverage ticket for a free drink and appetizers, 5:00-6:30 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.

Second Annual Richard L. Simpson Conference on Autism PLANNING COMMITTEE

Committee Chair, Kaye Otten, PhD, BCBA, Summit Behavioral Services, Kansas City, MO
Leslie Ann Bross, PhD, University of North Carolina-Charlotte, Charlotte, NC
Theresa Earles-Vollrath, PhD, BCBA, LBA, University of Central Missouri, Warrensburg, MO
Deborah Griswold, PhD, University of Kansas, Lawrence, KS
Joan Johnson, MEd, Blue Valley School District, Overland Park, KS
Paul LaCava, PhD, Rhode Island College, Providence, RI
Jennie Long, PhD, Emporia State University, Emporia, KS
Jessica Nelson, EdD, BCBA, LBA, Missouri State University, Springfield, MO
Mary Elizabeth Patry, MEd, BCBA, University of Kansas, Lawrence, KS
Felicity Post, EdD, Peru State College, Peru, NE
Lisa Robbins, PhD, University of Central Missouri, Warrensburg, MO
Richard L. Simpson, PhD, in absentia, University of Kansas, Lawrence, KS
Jason Travers, PhD, BCBA-D, University of Kansas, Lawrence, KS
Keri Frey, MSLBD Manager, Hickman, NE

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.

THURSDAY, OCTOBER 10, 2019

- 8:00 a.m.–4:30 p.m. **Conference Desk Open** BEST BUILDING LOBBY
- 9:00 – 11:30 a.m. **MORNING WORKSHOPS**
- WS 1 **How to Use Video and Other Technology-Based Interventions with Students with Autism (Part I)** BEST RM 215
This full-day workshop will hone attendee skills to plan and use video- and other technology-based instruction for students with autism. Workshop includes specific information on preparing 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. Other topics will include leveraging emerging technologies (e.g., robotics, location-based systems, wearables, etc.), using technology to improve social-emotional learning, and selecting web-based and application-based technology tools for learners with autism. The workshop will be delivered using lecture, discussion, demonstration and hands-on guided practice.
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 2 **Planning for Post School Success** BEST RM 125
This workshop will offer valuable strategies for achieving independence, including tactics for self-regulation and mindfulness. Learn how to avoid missteps and resolve ongoing challenges using evidence-based practices. Upon completion, you will be able to create a comprehensive plan to use these strategies in workplace, transportation, and in after-work settings.
Brenda Smith Myles, PhD, Researcher, Consultant, and Author, former consultant of the Ohio Center for Autism and Low Incidence (OCALI) and the Ziggurat Group, as well as a former professor in the Department of Special Education at the University of Kansas, Olathe, KS
- WS 3 **Augmentative and Alternative and Multimodal Communication for Individuals with Autism: A Conversation** BEST RM 135
Communication is ubiquitous. Join other stakeholders, including practitioners, family members, researchers, and people with ASD for a discussion. Conversation among these key stakeholders is crucial to ensure adequate attention is given to the needs and desires of the people who will benefit from development and evaluation of new tools to improve communication in this population across all contexts. During this workshop, the conversation partners, presenter, and participants will address critical issues and prevalent practices in multimodal communication, including augmentative and alternative communication, for use with people with autism spectrum disorder. (3.0 BCBA CEUs)
J.B. (Jay) Ganz, PhD, BCBA-D, Professor, Texas A&M University, College Station, TX
- WS 4 **Using Behavior Skills Training to Jump Start Your Social Skills Instruction for Students with ASD** BEST RM 120
With so many social skills tools and strategies, it can be overwhelming to know where to start. This workshop will highlight evidence-based social skills instruction for students with autism through a Behavior Skills Training framework. Activities will demonstrate how to incorporate existing social skills strategies and curricula to design effective, systematic lessons that produce results. Participants will walk away with quick, step-by-step guides for enhancing instruction to take it to the next level. If you've ever felt stagnant teaching social skills, this is the workshop for you! (3.0 BCBA CEUs)

Sabrina Mitchell, PhD, BCBA, Danielle Wesley, MEd, Angela Chambers, MSE, Autism Behavior Specialists, Lee's Summit School District, Lee's Summit, MO

WS 5

**Providing Intensive and Structured Teaching in Inclusive
Preschool Classrooms**

BEST RM 130

This session will provide information about the principles and practical strategies of applied behavior analysis (ABA) verbal behavior to target specific language and learning readiness skills. Specifically, attendees will learn structured teaching strategies for teaching skills to preschool children of all abilities in inclusive classrooms. (3.0 BCBA CEUs)

Mary Beth Patry, MEd, BCBA, Doctoral Student, University of Kansas, Lawrence, KS and Michelle Hass, MA, MEd, CCC-SLP, BCBA, Speech Language Pathologist, Behavior Analyst & Autism Specialist, Creating Connections Therapy, LLC, Overland Park, KS

11:30 a.m. –
12:15 p.m.

LUNCH

BEST CONFERENCE CENTER

Lunch can be enjoyed in the conference center, classrooms, or the courtyard.

12:15–1:15 p.m.

KEYNOTE SESSION 1

BEST CONFERENCE CENTER

Nothing About Us Without Us: Perspectives of Autistic Self-Advocates

Autistic young adults will serve as keynote speakers during this panel presentation. These dynamic young adults will share their perspectives on self-advocacy, transition to adulthood, and plans for the future. A moderator will guide the discussion. The young adults will also share about their school experiences and how teachers best supported them. Don't miss these inspiring young adults!

Elizabeth Boresow, BMed, Music Therapist, High Five, LLC, Lenexa, KS;
Khai Devon, BA, Training Coordinator Goodwill Western Missouri and Eastern Kansas, Kansas City, MO; Madison Holcomb, Board Member, Camp Encourage, Leawood, KS; Moderator, Leslie Cross, PhD, Assistant Professor, University of North Carolina-Charlotte, Charlotte, NC

1:30–4:00 p.m.

AFTERNOON WORKSHOPS

WS 1

How to Use Video and Other Technology-Based Interventions with Students with Autism (Part II)

BEST RM 215

This full-day workshop will hone attendee skills to plan and use video- and other technology-based instruction for students with autism. Workshop includes specific information on preparing 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. Other topics will include leveraging emerging technologies (e.g., robotics, location-based systems, wearables, etc.), using technology to improve social-emotional learning, and selecting web-based and application-based technology tools for learners with autism. The workshop will be delivered using lecture, discussion, demonstration and hands-on guided practice.

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 6

Brains are Built Not Born: Overcoming the Challenge and Stigma of Executive Functioning Deficits

BEST RM 120

Deficits in executive functioning skills have been associated with several behavioral challenges common in individuals with ASD such as shifting attention, inhibiting impulses, initiating activity, organizing actions and materials, time management, working memory, and emotional control. These deficits sometimes result in stigmatizing labels such as “lazy”, “scatterbrained”, or “emotionally disturbed”. This session will focus on clearly understanding executive functioning deficits and will outline a proactive approach for helping students with these deficits experience greater success in the school setting through various support and instructional strategies.

Lisa Robbins, PhD, Associate Professor, University of Central Missouri, Warrensburg, MO and **Kaye Otten, PhD, BCBA**, Consultant, Summit Behavioral Services, Kansas City, MO

WS 7

Sexuality Education for Students with Autism

BEST RM 125

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 about how to address the 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. (3.0 BCBA CEUs)

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

Thursday Afternoon Sessions continue on the next page

WS 8

Tips and Tricks for Supervising and Training Your Paraprofessionals

BEST RM 130

A successful special education program requires the help and support of paraeducators. Understanding their roles and responsibilities both in the general and special education classrooms is critical for ensuring your paraeducator is effective. In this session, you will learn strategies to train your paraprofessionals to implement evidence-based strategies with high fidelity. Participants will learn how to train paraprofessionals as well as easy supervision tips, and data collection strategies that will maximize the effectiveness of special education programs.

Felicity Post, EdD, Assistant Professor, Peru State College, Peru, NE and **Jessica Nelson, EdD, BCBA, LBA**, Assistant Professor, Missouri State University, Springfield, MO

WS 9

Circle of Friends – The Gift of Friendship

BEST RM 135

Physical inclusion doesn't necessarily equate to social inclusion. Circle of Friends is an evidence-based, peer-mediated intervention designed to develop healthy peer relationships among kids in schools. It can enhance social emotional learning, decrease office behavioral referrals and bullying, and increase student well-being. Weekly meetings and social outings provide opportunities for teachers and other school staff to teach social skills in a natural setting. Students come to look forward to the activities and friendships that can result from this proactive intervention. Learn how to facilitate a Circle of Friends group for your students with autism.

Mary Schlieder, EdD, Learning Specialist, Norris 160 School District, Firth, NE

5:00 – 6:30 PM

CONFERENCE SOCIAL

Bring your complimentary beverage ticket 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 11, 2019

- 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
Beyond the “ABA vs. Eclectic Debate”: Why are we making this so complicated?
Researchers have identified evidence-based practices that can be used to meet the specific needs of individuals with autism spectrum disorder. However, far too often in practice, there is a fixation on using branded and packaged intervention approaches. Research is beginning to suggest that many of these branded interventions share common elements, and it is likely those shared elements are responsible for positive outcomes. This presentation will encourage a return to parsimony in our intervention selection and use. (1.0 BCBA CEUs)
Brian Boyd, PhD, Director, Juniper Gardens Children's Project, University of Kansas
- 9:45 – 10:45 a.m. **SET I – CONCURRENT BREAKOUT SESSIONS**
- B01 **Employment-Related Social Behaviors of Transition-Age Youth with Autism** BEST RM 125
Success at work requires effective interactions with a variety of people, such as co-workers, customers, and supervisors. This presentation will provide practical strategies for enhancing employment-related social behaviors of transition-age youth with autism in community employment settings. Strategies to promote successful employment across a broad range of professions, including customer service-oriented positions will be shared. Video models from relevant research will be shared to illustrate how transition-age youth with autism can be taught a variety of social skills to enhance job performance.
Leslie Bross, PhD, Assistant Professor, University of North Carolina at Charlotte, Charlotte, NC
- B02 **Unique and Positive Aspects of Rural Programming** BEST RM 215
This hands-on workshop will introduce participants to programs in our rural school districts such as community integration, movement rooms, after school programs, collaboration meetings, structured teaching areas, and our lending library. Participants will learn strategies to expand their programs and incorporate functional living skills into their daily teaching schedules.
Teresa McVey, MS, Autism Consultant, Chautauqua/Elk Co. Sp. Ed. Coop, Caney, Kansas

- B03** **What's Going On? Identifying Functions and Effective Strategies for Repetitive Behavior** **BEST RM 130**
 Many students with autism engage in repetitive behaviors that may appear to serve a sensory function (for example: hand flapping, scripting). It sometimes can be difficult to determine the true function of these behaviors. Additionally, if used inappropriately sensory based strategies can inadvertently reinforce interfering behaviors. This session will discuss strategies for educators to identify the function of repetitive behaviors and how to determine the effectiveness of strategies put into place.
Cortney Fish, MSW, BCBA, LBA, Training Coordinator and Jena Randolph, PhD, Training and Education Division Director, University of Missouri's Thompson Center for Autism and Neurodevelopmental Disorders, Columbia, MO
- B04** **Forming Collaborative Teams with Schools and Parents to Meet the Needs of Exceptional Children** **BEST RM 235**
 When working with students who require intensive teaching and specific behavior interventions, school and home teams have to work together to ensure student success. Teams do not always agree on the best intervention which can cause tension between those working with students. To ensure consistency between environments, teams must work together for student success.
Jean James, MSED, Certified in Autism Spectrum Disorders, Elementary LIFT teacher, Blue Valley School District, Board Member Fragile X Kansas Chapter, Overland Park, KS
- B05** **Building Social Competence in Early Childhood Through Play** **BEST RM 310**
 Play is the foundation for developing lifetime social competencies. This session focuses on 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 about the role adults and peers have in fostering play, communication, and social engagement.
Lori Chambers, M.S., CCC/SLP, TASN Autism and Tertiary Behavior Supports, Kinsley, KS and Mary Pat Brun, MA, TASN Autism and Tertiary Behavior Supports, Wichita, KS
- B06** **Strategies to Help Your Students Say, "Yay" not "Nay," about School** **BEST RM 135**
 Reducing problem behavior in the classroom starts with us! As educators, we oversee the antecedents and consequences within the environment. This session will explain how to use strategies to increase on task behavior while also reducing problem behavior within the classroom. (1.0 BCBA CEU)
Pam Scharping, MEd, BCBA, LBA, TASN Autism and Tertiary Behavior Supports, Wichita, KS

Friday Morning Breakout Sessions continue on the next page

- B07 Starting the Conversation - Navigating ASD and a Child's Mental Wellness** BEST RM 320
- It is our hope that SPEAK UP will provide education & awareness, bridging gaps between our community, schools and parents. This strategy includes encouraging conversations with your students, providing parents information on how to identify warning signs, and offering resources when you think a child is at-risk. Most importantly, we want to end the stigma associated with mental illness and teach kids that it is okay to ask for help.
- Jennifer Levinson, MEd, Community Outreach Facilitator, SPEAK UP Suicide Prevention Education Awareness for Kids United as Partners, Leawood, KS*
- B08 The Three "Hows" of a Power Struggle: How to Manage, How to Recover, and How to Avoid** BEST RM 225
- The advice "never get into a power struggle" is easier said than done. A power struggle is identified simply as a conflict in which a student refuses to comply with a teacher's request and the teacher continues to engage the student. These struggles take valuable time away from a student's education and can damage the teacher-student relationship. Teachers of students with high functioning autism are especially vulnerable to power struggles. This session will help professionals recognize the signs of an oncoming power struggle and take steps to avoid it. Content about managing and recovering from power struggles also will be covered.
- Kathy Brodie, MEd, TESOL, Academic Counselor, St. Teresa's Academy, Kansas City, MO*
- B09 Functions of Behavior: The Early Intervention of Applied Behavior Analysis** BEST RM 230
- This session will provide an overview of the principles and processes for determining the functions of challenging behaviors demonstrated by children with autism spectrum disorders (ASD). Behavior intervention plans cannot be designed or implemented UNLESS there is first an analysis of why the child is engaging in a problem behavior. Functional behavior assessment is the heavy duty work that you do up front so that later you and the child reap the benefits of that work - enabling the child (and family) to have a more meaningful, socially and educationally beneficial life.
- Sonja de Boer, PhD, BCBA-D, Independent Consultant, Modesto, CA*
- 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

B10

Foundational Supports and Interventions for Elementary Students with Autism Spectrum Disorders

BEST RM 130

Students with ASD are increasingly included in general education settings, which means the unique needs of these students provide challenges for special education teachers and general education staff. This presentation addresses effective practices for students with ASD, identifying methods that are foundational for learners' educational success. Specific attention is given to following the routines of the class, reducing challenging behaviors, increasing time on-task, increasing communication skills, supporting social interventions, and helping students progress academically.

Jennie L. Long, PhD, Associate Professor of Early Childhood Unified and Program Coordinator for Early Childhood Unified, Emporia State University, Emporia, KS

B11

Using Visual Strategies to Facilitate Conversations and Social Interactions

BEST RM 135

Regardless of age or cognitive-linguistic level, children with an ASD demonstrate unique social skills challenges related to social problem-solving, social appropriateness, and social response. Targeted instruction and support strategies are required to assist these students in navigating the complex and dynamic requirements of everyday situations and achieving more effective and satisfying interpersonal relationships. Visual supports are an effective means for teaching and supporting social skills, including verbal interaction, communicative competence, and use of language assets to exchange thoughts and ideas with others. This presentation will discuss the use of visual strategies and explore tools for teaching conversation and enhancement of social development, including initiating a topic, turn-taking, topic maintenance, conversational balance, and fostering appropriate social interactions through "others focused" thinking. (1.0 BCBA CEUs)

Teresa Kemper, MA, CCC-SLP, Private Practice Speech-Language Therapist, Kemper Communication, Lee's Summit, MO and Theresa L. Earles-Vollrath, PhD, BCBA, LBA, Professor, University of Central Missouri, Warrensburg, MO

B12

An Introduction to Camp Encourage & the Positive Impacts of Supports Focused on: Emotional Well Being, Self-Esteem, Social Development, Recreation, and Skills of Independence

BEST RM 310

Attendees will be provided an overview of Camp Encourage, a nonprofit in the Kansas City area that provides overnight camps and social connection opportunities for youth with autism spectrum disorder. As a past special educator, the presenter will share lessons learned in the unique setting of an overnight camp while emphasizing the importance of emotional well being, social competency, and recreation skills for support and growth.

Kelly Lee, MEd, Co-Founder & Executive Director, Camp Encourage, Kansas City, MO

B13

Sex Matters: The Unique Presentation of Autism in Females and Overview of the Girls Night Out Model

BEST RM 215

This session will highlight the unique characteristics of autism in females and the secondary impact of prevalence that potentially exacerbates risk for co-occurring mental health conditions. Most of the session will focus on interventions to promote overall social-emotional health and an overview of the Girls Night Out (GNO) model, a social skills and self-care program designed specifically for girls and young women with autism. Dr. Jamison will highlight key elements of the program, demonstrate strategies and supports utilized within sessions, and present meaningful outcomes for participants and their families. She will discuss a paradigm shift from designing programs towards constructing models that promote inclusive communities for individuals of all abilities, including new efforts to “scale up” the GNO model and supports across the lifespan.

***Rene Jamison, PhD**, Associate Professor & Licensed Psychologist, Center for Child Health and Development, University of Kansas Medical Center, Kansas City, KS*

B14

RESTRRAIN Yourself: Components for Reducing Emergency Safety Intervention

BEST RM 235

Participants will learn the six research-based components to guide and retrain a team on an approach to reducing Emergency Safety Interventions (ESI) within a school or district that is sustainable over time. The six components include leadership oversight, use of data to inform practice, performance development, use of prevention supports, student and family engagement, and debriefing techniques. This training is designed to provide teams with tools to develop an action plan to reduce ESI, develop goals for reducing ESI, monitor and increase treatment integrity, develop an oversight plan, develop a staff recognition plan, and structure debriefing techniques.

***Nichole Hitchcock, MEd**, Kansas Autism and Tertiary Behavior Supports Project Staff, Ottawa, KS*

B15

When It Is More Than Autism

BEST RM 225

This session will introduce participants to the most common co-occurring conditions identified in the population of people with ASD. Our discussion will center around the interventions that can be used to address the educational barriers that these conditions create. The focus of this session is on effective, preventative practices and not on differential diagnosis or dual diagnosis. Participants will learn evidence-based practices, strategies, shared interventions and supports that work for all students regardless of diagnosis or exceptionality.

***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 Afternoon Breakout Sessions continue on the next page

- B16** **I Can't Be There Every Moment! Using Self-Management to Support Social Skills** **BEST RM 230**
 Self-Management is an evidence-based practice that supports individuals ages 3-21. This strategy teaches students with practice, mastery and generalization of social skills allows students to gain independence in social competencies across settings and contexts. A discussion of the components and examples of its use will prepare participants to implement this practice in programs supporting autistic students.
Lisa Holt, MEd, Secondary Coordinator, TASN Autism & Tertiary Behavior Supports, Sedan, KS and Gail Ferguson, MAEd, TASN Autism and Tertiary Behavior Supports, Derby, KS
- B17** **Thinking Outside the Box: Addressing the Social/Emotional Needs within the Classroom Experience for Early Childhood Students with a Diagnosis of an Autism Spectrum Disorder** **BEST RM 320**
 The Olathe School District's TIPPS (Teaching Intensive Programming and Play Skills) classroom was designed and implemented at the early childhood level to systematically teach social/play/emotional regulation skills to students on the autism spectrum prior to the social demands of kindergarten. Participants of this session will gain an understanding of the program, the assessments and curricula used, and identify qualifications for classroom and classroom structure.
Katie Cook, PhD, Autism Specialist, Olathe School District, Olathe, KS
- B18** **SODA: A Social Interaction Learning Strategy for Students with Autism** **BEST RM 125**
 Students with autism struggle to make sense of social interactions. This causes serious challenges in all areas of their lives and contributes to feelings of isolation, frustration, decreased self-regulation, and victimization from bullying. SODA is a metacognitive learning strategy to support students grades K-12 with ASD in making sense of the social interactions occurring around them throughout the school day. This session will cover steps of the SODA strategy, research supporting its efficacy, guidelines for implementation, and data collection procedures to evaluate the overall efficacy of this intervention. The session will include participant interaction and conclude with a Q&A.
Marjorie Bock, EdD, Emporia State University, Overland Park, KS
- 2:30 – 3:30 p.m. **SET IV – CONCURRENT BREAKOUT SESSIONS**
 (Set III Sessions Repeat)
- 3:30 p.m. **CONFERENCE ADJOURNS**

Second Annual Richard L. Simpson Conference on Autism

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