



7th Annual Richard L. Simpson Conference on Autism

October 1 - 3, 2025

Plaster Student Union at MSU, Springfield, MO



Sponsors [Midwest Symposium for Leadership in Behavior Disorders \(MSLBD\)](#)
[Autism and Tertiary Behavior Supports \(ATBS\)](#)
[Project ACCESS-Missouri State](#)

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

Theme Addressing Complex Communication Needs of Learners with Autism Spectrum Disorders. This conference honors our friend and colleague who has been a leader in working with children and youth with autism. Open to all educators who serve children and youth with autism. Sessions and speakers will focus on an improved understanding of evidence-based practices in the school context for serving students with Autism Spectrum Disorders.

Register	Early Bird Discount (EXTENDED Through Sept 29, 2025)	Regular Registration Rate (Sept. 20-26, 2025)
Full 3-Day Event*	250.00	\$325.00
Add On: BCBA CEUs Thursday & Friday	\$50.00	(BCBA CEUs for PreCon Workshop on Wed. are included with registration)

Register Online: [Attendee Registration](#) | [Presenter & Planning Committee](#)

Due to guarantees for meals, we are not able to accommodate walk-in registrations or make changes to daily attendance after September 26.

*Registration includes access to the full conference program for all days of the event. We are not able to offer a daily registration option, however participants will be asked to **pre-register for each day in attendance to aid us in planning for materials and meals (see specific information below).**

PreConference Workshop (Wednesday) - Full-Day Workshop, 5.0 BCBA CEUs, parking pass, and shuttle service. NO MEALS are provided on Wednesday.

Thursday & Friday - conference registration, access to all sessions, morning coffee and pastries, lunch both days, beverage ticket to social event (Thur evening), parking pass, and shuttle service.

Conference At-A-Glance

Wednesday, October 1	PreConference Workshop (3 Parts), 5 BCBA CEUs available Practical Functional Assessment and Skill-Based Treatment: A Compassionate and Effective Approach to Addressing Severe Behavior <i>Adithyan Rajaraman, PhD, BCBA-D, LBA</i>
7:30 - 9:00 a.m.	Shuttle Service from conference hotel & Bear Parking North Garage, lot 43 to MSU Plaster Student Union
7:35 a.m.- 3:30 p.m.	Conference Desk Open (7:35 a.m.-9:00 a.m.)
9:00 a.m. - 12:00 p.m.	PreConference Workshop Part 1 & 2 (BCBA CEUs available)
12:00 - 1:00 p.m.	Lunch on your own
1:00 - 3:00 p.m.	PreConference Workshop Part 3 (BCBA CEUs available)
3:00 - 4:00 p.m.	Shuttles to Parking & Hotel
Thursday, October 2	Simpson Conference on Autism - Day 1
7:00 - 9:00 a.m.	Shuttle Service from conference hotel & Bear Parking North Garage, lot 43 to MSU Plaster Student Union
7:35 a.m.- 4:50 p.m.	Conference Desk Open; Coffee & Pastries (7:35 a.m.-9:00 a.m.)
8:30 - 11:30 a.m.	Workshop (select one session)
11:30 AM - 1:15 p.m.	Lunch & Keynote 1, Dr. Celia Heyman
1:30 - 4:30 p.m.	Workshop (select one session)
4:30 - 7:30 p.m.	Shuttles to Parking & Hotel
5:30 - 7:00 p.m.	Social Event: Moxy Springfield Downtown Hotel, Subterranean Bar & Event Space (Lower Level/Basement) 430 South Avenue 65806, Springfield, MO
Friday, October 3	Simpson Conference on Autism - Day 2
7:00 - 9:00 a.m.	Shuttle Service from conference hotel & Bear Parking North Garage, lot 43 to MSU Plaster Student Union
7:35 a.m.- 4:50 p.m.	Conference Desk Open; Coffee & Pastries (7:35 a.m.-9:00 a.m.)
8:30 AM - 9:30 a.m.	Keynote Session 2, Mr. Ronald Kerns
9:45 AM - 10:45 a.m.	Concurrent Breakouts Set A
11:00 AM - 12:00 p.m.	Concurrent Breakouts Set B
12:00 PM - 12:50 p.m.	Lunch & Awards
1:00 PM - 2:00 p.m.	Concurrent Breakouts Set C
2:00 PM - 3:30 p.m.	Shuttles to Parking & Hotel

Professional Development

BCBA Type 2 CEUs will be available for this event. An extra fee of \$50 for those seeking BCBA CEUs on Thursday and Friday. Thursday 8.0 BCBA CEUs; Friday 3.0 BCBA CEUs; Wednesday CEUs are included with registration.

A “**Certificate of Attendance**” available for those who track sessions through the event at no additional cost, a tracking form will be provided.

Online Event Site

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

Hotel

Moxy Springfield Downtown | 430 South Avenue, Springfield, Missouri 65806

1.417.501.7773 | [Book your group rate for MSLBD Group Block](#)

Reservations accepted between Tuesday, September 30, 2025 - Saturday, October 04, 2025

Moxy Springfield Downtown for \$116.00 USD per night plus taxes and fees

Last Day to Book : Monday, September 15, 2025, at 5:00 p.m., subject to availability.

Parking at MSU & Shuttles

Shuttle service to the Plaster Student Union will be available from the designated conference hotel (Moxy). If you are driving in or staying at a different hotel, parking passes will be provided with conference registration for Missouri State University Campus parking lot Bear Park North Garage, Lot 43. Shuttle service will be provided from the shuttle pick-up south side of garage (Cherry Street) parking lot to the Student Union. See overview schedule for time of shuttle service.

Awards Nominations, Due August 20

The Midwest Symposium for Leadership in Behavior Disorders annually recognizes an individual who has exhibited outstanding achievement and excellence in classroom service to students diagnosed with autism spectrum disorder (ASD). Nominations are accepted through August 20, 2025. [Review nomination material.](#)

Wednesday, October 1, 2025

Shuttle Service | 7:30 – 9:00 a.m. & 3:00 - 4:00 p.m. (afternoon: return to parking lots & hotel)

Conference Desk Open | 7:35 a.m. – 3:45 p.m.

Plaster Student Union is open for breakfast & lunch. Additional lunch venues will be shared onsite. *No meals are provided on Wednesday.*

PreConference Workshop | 9:00 a.m. - 3:00 p.m.

Special full day session provided to all conference registrants by Project ACCESS. 5.0 BCBA CEUs are included with full participation in this workshop, *partial credit not available*.

PreCon WS. Practical Functional Assessment and Skill-Based Treatment: A Compassionate and Effective Approach to Addressing Severe Behavior

The presenter will share a contemporary, trauma-assumed, and compassionate approach to assessing and treating problem behavior in children with autism and developmental disabilities. The Practical Functional Assessment and Skill-Based Treatment processes were first described by Hanley and colleagues (2014), based on years of prior research, and have since been replicated by research groups nationally and internationally. Science, however, is iterative; we continue to learn each time we use these processes. Therefore, the presenter will describe strategies to foster meaningful relationships while addressing problem behavior and highlight the latest updates and refinements. Client values, safety, and collaboration will be emphasized. (Intermediate, Advanced) *5.0 BCBA CEUs Available (full day participation required)*

Adithyan Rajaraman, PhD, BCBA-D, LBA, FTF Behavioral Consulting

Thursday, October 2, 2025

Shuttle Service | 7:00 – 9:00 a.m. & 4:00 - 8:00 p.m. (afternoon: return to parking lots, hotel, and Social Event at Moxy Hotel, Subterranean Lounge)

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

Continental Breakfast - Grand Ballroom

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

WS1. Coaching Parents in AAC Interventions for Children with Autism

This workshop is designed for educators and behavior analysts who work with parents and caregivers to support children with communication deficits, including children with autism, particularly through the use of augmentative and alternative communication (AAC) systems. Participants will gain practical strategies for coaching parents to effectively implement communication interventions and AAC systems at home, promoting generalization and long-term communication outcomes. By the end of this session, participants will have a clear framework for coaching parents in the effective use of communication strategies and AAC systems. (Basic, 3.5 BCBA CEUs)

Sanikan Wattanawongwan, PhD, BCBA-D, Research Scientist, Texas A&M University, College Station, TX

WS2. Ready, Set, Structure: Engaging Every Learner in Music and PE

Music and PE can be some of the most joyful yet challenging environments for students with autism and other low-incidence disabilities. This session explores how to apply the Structured Teaching framework to these high-movement, less-predictable settings to promote engagement, independence, and emotional regulation. Participants will learn practical strategies for embedding visuals, routines, work systems, and sensory supports into music and PE lessons. Participants will walk away with ready-to-use tools and ideas to create more inclusive affirming experiences for all students -- whether they're moving to the beat or playing in the gym. (Basic)

Kaylie Collins, MA, Autism Instruction Facilitator and **Sydney Donaldson, BME**, Teacher, Auburn-Washburn USD 437, Topeka, KS; **Amy Locke, BME**, Teacher, Park Hill School District, Kansas City, MO

WS3. Behavioral & Self-Regulation Interventions to Help Students that Present with Challenging Behaviors or Trauma that have Negative Effects on their Academic Outcomes

Students who experience trauma or demonstrate challenging behaviors often face significant barriers to academic success. In this session, Dr. Aaron Campbell will share practical tools and intervention strategies that educators can use to support student self-regulation and promote positive behavior. Grounded in research and informed by real-world classroom experience, this presentation will highlight approaches that integrate trauma-informed practices, behavioral supports, and culturally responsive teaching. The session will also explore how to build strong student-teacher relationships and foster classroom environments that support emotional safety and academic engagement for all learners, including those with autism. (Basic)

Aaron Campbell, PhD, Assistant Professor of Special Education, University of Missouri, Columbia, MO

Lunch & Keynote Session | 11:30 AM - 1:15 PM | Grand Ballroom

KN1. Implementing the Universal Protocol: Managing Interfering Behaviors in the Classroom Before Assessment and Instruction

Interfering behaviors are prevalent among individuals with autism and similar developmental disabilities. Problem behaviors are often shaped and/or emerged due to a lack of skills such as communication, toleration, communication, medical side effects, and/or heavy reliance on aversive strategies. Prior to conducting a functional behavior assessment (FBA), it is imperative that practitioners and teachers do no harm or escalate the student to further engage in severe problem behaviors. Universal protocol refers to a proactive, standardized set of procedures, designed to mitigate interfering behaviors, and to promote/sustain rapport before an FBA and/or more individualized interventions are implemented. This presentation will provide educators and practitioners with current best practices to prevent interfering behavior and to create an environment that facilitates rapport between the teacher and the student. (Basic, 1.0 BCBA CEU)

Celia Heyman, PhD, BCBA-D, Assistant Faculty, Capella University; Lead Consultant, FTF Behavioral Consulting, Plainsboro, NJ

Afternoon Workshops | 1:30 PM - 4:30 PM

WS4. Practical Strategies for Supporting AAC Users in Classroom Routines & Activities - PK-2nd

This session will offer creative ways to include AAC users into classroom routines, such as snack, circle time, and other daily activities. We will learn how to effectively model AAC, discuss methods for obtaining AAC tools for the classroom, and review data collection tools to document AAC user progress. The emphasis will be on high-tech devices and the practical benefits of this type of communication tool, even with younger students. (Intermediate)

Jolie Everett, MS, CCC-SLP, Speech-Language Pathologist, Everett Speech Connection, LLC; Independent Contractor, Missouri First Steps, Lee's Summit, MO

WS5. Creating Legally Defensible FBAs & BIPs in Schools

This workshop is designed for educational professionals, administrators and behavior analysts who supervise or conduct and implement functional behavior assessments (FBA) and behavior intervention plans (BIP) in schools. The federal government special education law (IDEA) includes little information or guidance regarding who, when, what and how FBAs or BIPs are needed or what needs to be included in the reports. This workshop will review special education federal guidelines, federal law and case law. A guidance document will also be provided that can be used by schools to outline the who, how, what, when and where is needed in order to develop FBAs and BIPs that can be reliably defensible in a court of law, while also being immediately useful and effective for implementation with students. (Intermediate, Advanced, 3.5 BCBA CEUs)
Sonja de Boer, PhD, BCBA-D, Behavior Analyst, Sheepscott Valley, RSU#12; de Boer Consulting & Training, LLC; Union, ME

WS6. Voices Heard: Integrating AAC Into Classroom Culture, Instructions, and IEPs for Middle Grade Students

This interactive workshop will explore practical strategies for integrating Augmentative and Alternative Communication (AAC) into upper elementary and middle school classrooms. Designed for educators, speech-language pathologists, and IEP team members, the session will focus on supporting multimodal communication through effective use of AAC tools, instructional planning, and collaborative goal development. Participants will learn to identify commonly used AAC modalities and features and understand how they function in real classroom contexts. A strong emphasis will be placed on embedding AAC into daily instruction, creating communication-rich routines, and building a supportive AAC culture at the classroom, school, and district levels. Attendees will engage in case-based learning and hands-on activities to personalize AAC supports and apply strategies to their own educational settings. The workshop will also guide participants in developing IEP goals that reflect authentic, curriculum-aligned communication opportunities, and in distinguishing between accommodations and modifications to ensure equitable access for AAC users. (Intermediate)

Rachel Moore, MS, CCC-SLP, Speech-Language Pathologist, Missouri State University, Springfield, MO and **April Bailey, MS, CCC-SLP**, Speech-Language Pathologist, Joplin Public School District, Joplin, MO

Friday, October 3, 2025

Keynote Session | 8:30 a.m. - 9:30 a.m. | Grand Ballroom

KN2. Surprise! You're Autistic – Adjusting to a Life Changing Discovery

After finally getting an autism diagnosis at age 46, Ron underwent a complete paradigm shift. Having felt like a failure through much of life, due to assuming he was just like everyone else, with no reason to believe otherwise. From communication to relationships and self-awareness, everything was scrutinized and changes made to better cope with the new found reality. Ron will talk about those changes, life adjustments before and after diagnosis, as well as the circumstances that led to starting to suspect he could be on the spectrum.

Ronald Kerns, Graphic Designer, StudioKerns & Missouri State University-West Plains, Mountain Home, AR

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

A1. Building Strong Foundations and Empowering Paraprofessionals: BST and Antecedent Interventions for Reducing Challenging Behavior

Often, paraprofessionals implement behavioral strategies and respond to challenging behaviors with little training. While there are no quick fixes for challenging student behavior, there are evidence-based and high-leverage practices that when combined with professional development and coaching can lead to the reduction of challenging behavior. Presenters will share evidence from their implementation of Behavioral Skills Training (BST) on antecedent interventions to paraprofessionals. Direct training was conducted by in district Board Certified Behavior Analysts, Autism Specialists, and Registered Behavior Technicians. The data the presenters gathered and analyzed involved data taken from their own district on classroom look-fors designed for paraprofessionals engaging in the skills, direct observations, and surveys of staff. Data taken both pre-coaching and training and post-coaching and training showed significant increases in the use of antecedent strategies. (Intermediate, 1.0 BCBA CEU)

Kathleen Hammond, EdS, BCBA and Lindsey Fritts, MSE, Blue Springs School District, Blue Springs, MO

A2. From Overwhelmed to Impactful: A Team-Based Approach to Verbal Behavior Programming in Rural Schools

Schools are facing a perfect storm with rising communication and behavior needs, staffing shortages, and overwhelmed educators. Individualized verbal behavior programming is a proven, evidence-based approach, but the time and training required often feel out of reach. This session shares how a rural Kansas cooperative, supported by their Executive Director, reimagined roles and leveraged support staff, including speech-language pathologists (SLPs) and an autism consultant, to launch a verbal behavior program in schools with limited resources. Participants will learn how beginning with support staff and a small group of students led to improved outcomes, increased team confidence, and growing staff buy-in. This session offers practical strategies for building sustainable, team-based systems that reduce challenging behavior, improve student outcomes, and gradually bring in teachers and paraprofessionals based on their individual readiness. (Basic, Intermediate)

Jessica Rawson, MS, Molly Dohrman, MS, CCC-SLP, and Melissa Strathman, MS, CCC-SLP, McPherson County Special Education Cooperative, McPherson, KS

A3. The Impact between Bear POWER and Collaboration

In this presentation, it will be discussed about how partnerships have been forged, nurtured, and broadened within the campus, community, and across states. When agencies, school personnel, campus staff/faculty, and individuals work together, there is a positive outcome for IDD students. Being willing to reach out and discuss everything from building awareness of ISPE programs, required materials for financial aid, academic coursework, internships, to post-graduation is vital to program and students' success. (Basic, Intermediate)

April Phillips, EdD, Christopher J. Craig, EdD, and CW Tillman, Missouri State University

A4. Tech Check! The Latest in Apps, AI and Other Tools for Students with ASD

Calling all techies and those who want to adopt new tools for teaching, planning and evaluation. This session will include a brief presentation, participant discussion, Q & A, along with demonstrations of various technologies for instruction, behavior support, problem solving and other educator tasks. Come learn about the latest in AI, robotics, video modeling, and more. (Basic)

Paul LaCava, PhD, Professor, Rhode Island College, Providence, RI

Concurrent Breakout Sessions Set B | 11:00 a.m. - 12:00 p.m.

B1. Do it Scared: Imposter Syndrome in Professionals Working with AAC

This session is about empowering professionals to embrace their existing communication expertise and applying it to high tech, ever evolving AAC technology. We will complete self-reflection and identify how

imposter syndrome may be impacting us as professionals, and therefore our students and clients. We will discuss how a willingness to abandon comfort and "do it scared" can open new doors of connection with AAC users and their loved ones. (Basic, Intermediate, Advanced)

Jolie Everett, MS, CCC-SLP, Speech-Language Pathologist, Everett Speech Connection, LLC; Independent Contractor, Missouri First Steps, Lee's Summit, MO

B2. Laughter as Language: Incorporating Jokes into Communication Training

Effective communication is essential for social interactions and independence, yet individuals with communication challenges often struggle with social nuances like humor. This presentation examines how integrating joke-telling and humor comprehension into communication training enhances social engagement and complex communication skills. Using behavior analytic principles, we will explore humor as a functional communication tool that fosters positive interactions and reduces problem behavior. Attendees will learn evidence-based strategies, including task analyses, reinforcement systems, and naturalistic teaching. Case studies will demonstrate how humor supports reciprocal interactions, and reduces challenging behavior. This session highlights how laughter bridges communication gaps, creates meaningful connections and improves quality of life. Participants will gain practical tools to incorporate humor within behavior support plans, advancing both functional and complex communication goals. (Basic Intermediate, 1.0 BCBA CEU)

Sarah Goldstein, MEd, BCBA, LBA, Prism Autism Education & Consulting, Berlin, CT, Bay Path University Graduate 2025 and **Trudy Georgio, PhD, BCBA-D, LBA/LABA**, Assistant Professor, Bay Path University, Longmeadow, MA

B3. Show and Tell: Comparing Modeling and Explicit Instruction for Teaching Augmentative and Alternative Communication

Modeling (i.e., aided language input, augmented input, aided language stimulation) is a widely recommended strategy for teaching augmentative and alternative communication (AAC) to individuals with intellectual and developmental disabilities. However, many studies on modeling include additional teaching techniques, such as prompting students to use their AAC systems, making it difficult to isolate the effects of modeling alone. In this session, we share findings from a study that directly compared explicit AAC instruction to modeling alone for five autistic students who use AAC. We report individual student outcomes and examine how characteristics such as imitation skills and receptive language influenced response to each intervention. Results offer practical guidance for tailoring AAC instruction based on learner needs. We highlight the importance of using ongoing data to inform decisions and adjust strategies for efficient, individualized AAC instruction. (Advanced, 1.0 BCBA CEU)

Jenee Vickers Johnson, PhD, BCBA-D, Assistant Professor University of Missouri-Kansas City, MO

B4. Harmony in Action: Leveraging Music-Mediated Interventions to Boost Engagement in School Activities

Student engagement is a critical factor in academic and social development, particularly for autistic students who may face challenges with communication, social interaction, and sensory processing. This presentation explores the potential of music-mediated interventions as an effective strategy to enhance participation, motivation, and connection in school activities for autistic students. Drawing from research in music and special education, we will examine how structured musical activities—such as rhythm-based exercises, guided improvisation, and collaborative songwriting—can support sensory regulation, emotional expression, and social engagement. (Basic)

Xiaoning Sun, PhD, Assistant Professor and **Christopher J. Craig, EdD**, Professor, Missouri State University, Springfield, MO

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

Concurrent Breakout Sessions Set C | 1:00 p.m. - 2:00 p.m.

C1. When Talking is Tricky: Speech & Language Developmental Milestones and Complex Communication Needs

Nearly 10% of the student population is reported to have a communication disorder. Students with autism all present with communication difficulties as part of their diagnostic determination. During this session you will hear from an SLP with over 25 years of experience serving students with autism. We will briefly cover speech and language components, developmental milestones, and implications for students with more severely impacted by communication disturbances. Be prepared to think and talk about cases you know and how you can make “talking” easier for them. (Basic, Intermediate)

Shannon Locke, PhD, CCC-SLP, Raymore-Peculiar Schools, Belton, MO

C2. Free Interactive RBT Training

Information coming soon!

Project ACCESS Staff, Missouri Department of Elementary and Secondary Education, Division of Special Education on the campus of Missouri State University, Springfield, MO

C3. A Medical Diagnosis of Autism Spectrum Disorder: Why is this Important for Individuals with ASD

The rate of autism spectrum disorder continues to grow. Currently, one of 31 children are meeting criteria for a medical diagnosis (CDC, 2025). The need for an accurate diagnosis is essential for this population to ensure access to appropriate support and resources for the lifespan. This session will review the current DSMS-TR diagnostic criteria and explain the various comorbidities that occur most frequently with a diagnosis of ASD. Additionally, information will be provided on how to align the DSMS-TR with the educational eligibility criteria utilized by the federal/state.

Dr. Lindsey Reichert, Director of Diagnostic and Counseling, Autism Neurodevelopmental Center

Dr. Sapna Chakraborty, Program Director of Doctoral Occupational Therapy, Missouri State University

Dr. Xiaoning Sun, BCBA-D, Assistant Professor, Missouri State University

Dr. L. Garrison-Kane, Graduate Coordinator of ASD Program, Missouri State University

Jamie McGranahan, Autism Resource Specialist, Autism Neurodevelopmental Center

C4. Preparing Children with Autism for Kindergarten: Learning How to Learn Skills

Early intervention for children with autism essentially focuses on training their brain to learn how to learn. That means we, as behavior analysts alongside educators, are utilizing the principles of applied behavior analysis to train the child’s brain to not only learn new skills, but to use those skills to gain more skills. Through motivating the children to learn, to explore, to communicate, to generalize what they learn, and to allow them to make mistakes and use trial and error to figure out what to do next, we are helping the brain to learn how to learn. The brain and thus, the child, needs to become more and more independent in using their skills and figuring out how to use their skills in new settings and with new materials. Eventually, you enable a child to learn new skills that you never directly taught them, because you taught their brain to learn how to use their skills to figure out new things. This is what we aim to do for our children with autism when they are entering Kindergarten - to be able to *independently* demonstrate the skills needed to learn and participate in

academic, social, play, functional communication, adaptive behavior, and self-help activities. This seminar will provide a brief overview of these critical learning to learn skills that should be a part of all early intervention autism programs. Video examples will be provided and participants will leave with a checklist of early, intermediate, and advanced skills to follow when teaching and evaluating young children with autism readiness for Kindergarten.

Sonja de Boer, PhD, BCBA-D, Behavior Analyst, Sheepscott Valley, RSU#12; de Boer Consulting & Training, LLC; Union, ME

Conference Adjourns 2:00 p.m. - 3:00 p.m.

Shuttles provided to the parking lot and hotel.

Seventh Annual Richard L. Simpson Conference on Autism

October 1, 2, 3, 2025 Registration

Register Online: <https://www.eventsquid.com/event/28787>

Name: _____ Email: _____

Address: _____ Position: _____

City: _____ State: _____ Zip: _____

Mobile Telephone: _____ District: _____

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

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

PRE-REGISTRATION REQUIRED FOR EACH DAY OF THE EVENT.

Please indicate a selection for each day of the event you are attending. If information is not completed, we anticipate you are not attending, and meals and seats will not be reserved.

Wednesday, October 1, 2025 | 9:00 AM – 3:00 PM (No meals are provided this day)

☐ I will attend the Full Day Preconference Workshop, *Practical Functional Assessment and Skill Based Treatment: A Compassionate and Effective Approach to Addressing Severe Behavior*

☐ I am a Board-Certified Behavior Analyst requesting a certificate for 5.0 Type 2 General BCBA CEUs.

Thursday, October 2, 2025

**Workshops available for BCBA CEUs (additional fee applies)*

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. Coaching Parents in AAC Interventions for Children with Autism

☐ WS2. Ready, Set, Structure: Engaging Every Learner in Music and PE

☐ WS3. Behavioral & Self-Regulation Interventions to Help Students that Present with Challenging Behaviors or Trauma that have Negative Effects on their Academic Outcomes

☐ Unable to attend or ☐ Unknown at this time, please contact registrant

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

☐ WS4. Practical Strategies for Supporting AAC Users in Classroom Routines & Activities - PK-2nd

☐ *WS5. Creating Legally Defensible FBAs & BIPs in School

☐ WS6. Voices Heard: Integrating AAC Into Classroom Culture, Instructions, and IEPs for Middle Grade Students

☐ Unable to attend or ☐ Unknown at this time, please contact registrant

Thursday Meal: *Baked Potato Bar *Modifications will be made for special dietary needs

Friday, October 3, 2025 | Indicate attendance on Friday & select box lunch

☐ I will attend the Friday Breakout Sessions

Friday Meal Box Lunch (select one):

☐ Turkey & Cheddar Cheese, ☐ Ham & Swiss, ☐ Roast Beef & Pepper Jack,

☐ Grilled Veggie wrap with hummus and feta *Modifications will be made for special dietary needs.

Registration Fee (This rate is for all or any combination of days attending)

☐ \$250.00 - **Early Registration**, EXTENDED through September 26, 2025

☐ ~~\$325.00 - Regular Registration, September 20-26, 2025~~

☐ \$50.00 – **Prepay for BCBA CEUs Flat Fee** (CEUs on Thursday & Friday)

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, include copy of registration form(s). An invoice will be emailed. Payment terms, 30 days. A \$20 admin fee will be added to each invoice for each purchase order processed.

Name of Individual Responsible Payment: _____

Email: _____ Phone: _____

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 19, 2025, to receive a refund less a \$35 administrative fee. No refunds after September 19. Registrations may be transferred to another individual without penalty. No refunds will be provided to those unable to attend the conference.

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 19, 2025, to receive a refund less a \$35 administrative fee. No refunds after September 19. 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. Special Group rates available through August 31, subject to availability. <http://mslbd.org/autism-conference/hotel.html>

Parking: Parking pass will be available on the confirmation email and again on Monday, Sept 29. A link to download and print the parking pass will be included. 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, MSLBD Manager
manager@mslbd.org or mslbd.manager@gmail.com, phone 402-792-3057, www.mslbd.org