

KATE M. SADLER, PhD, BCBA-D, LBA

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ACADEMIC BACKGROUND

- 2019 Postdoctoral Research Associate, University of Virginia
Applied Behavior Analysis
- 2018 Doctor of Philosophy in Special Education, University of Missouri
Autism Spectrum Disorders and Neuro-Developmental Disabilities
- 2012 Masters of Education in Special Education, University of Missouri
Interventions for Individuals Autism Spectrum Disorder
- 2001 Bachelor of Science in Special Education, Southeast Missouri State University
Intellectual Disabilities and Behavior Disorders

DISSERTATION

Video Self-Modeling to Reduce Aggressive Behavior in Students with Autism Spectrum Disorder and Comorbid Intellectual Disabilities

Advisor: Dr. Delinda van Garderen

Committee Members: Dr. Janine Stichter, Dr. David Beversdorf, Dr. Chad Rose, Dr. Rebecca McCathren

PROFESSIONAL CERTIFICATIONS

Board Certified Behavior Analyst - Doctoral (Certification #1-20-44390)
BACB-D Certified Supervisor
Licensed Behavior Analyst, Missouri (License # 2021015495)
Certified Special Education Teacher
Certified Early Childhood Special Education Teacher

TEACHING

- 2021 **Assistant Clinical Professor**
School of Psychological and Behavioral Sciences
Southern Illinois University, Carbondale, IL
- Instructor for the verified applied behavior analysis course sequence.
 - Instructor, Procedures and Applications of Behavior Analysis
 - Instructor, Undergraduate Practicum Experience
 - Instructor, Graduate Internship Experience
 - Instructor, Advanced Behavior Therapy

- Instructor, Assessments in Applied Behavior Analysis

2015-2022 **Adjunct Instructor**
Department of Special Education
University of Missouri, Columbia, MO

- Instructor, Advanced Behavior Management for Exceptional Children
- Instructor, Introduction to Behavior Management (Online)
- Instructor, Introduction to Special Education

2018-2019 **Lecturer, Special Topics in Autism Spectrum Disorders**
Curry School of Education

University of Virginia, Charlottesville, VA

- Behavior management support for students with autism and/or neurodevelopmental disorders with low SES (Richmond, VA)
- Strategies for working with individuals with autism in an integrated setting.
- Intervention strategies and behavior support for students with autism and/or neurodevelopmental disorders, with low SES.
- Integrating functional assessment data into intervention strategies for students with ASD and neurodevelopmental disorders, for private schools/home setting.
- Behavior management support for individuals with autism and comorbid intellectual disabilities in various rural counties in Virginia.

2001-2015 **Special Education Teacher**
Special School District of Saint Louis, St. Louis, MO

- Special Education Teacher (students with Multiple Needs)
- Special Education Teacher (students with Autism Spectrum Disorder)
- Special Education Teacher (students with Cross-Categorical needs)
- Early Childhood Special Education Teacher

CLINICAL MANAGEMENT and PRACTICE

2022 **Director of Training and Professional Development**
ABA Consulting Services, LLC—*A non-profit organization providing clinic and home based services to individuals ages 2-21.*

- Provides direct ABA services to young children through late adolescents
- Assists in implementing/training/support in delivering evidence based practices to the clients under the company's care
- Oversees new company initiatives to expand and improve overall client care

2020-2022 **Director of Behavioral Health**
Easterseals Midwest (ESMW) – *ESMW is a non-profit organization part of a 100 year old network of disability service providers, who provides comprehensive programs and support to help people reach their full potential; including adult and senior services, autism services, medical rehabilitation and health services, mental health services, and residential and housing services.*

- Provides direct ABA services to adults with behavioral challenges within

supportive living environments and day programs; Excellent written and verbal communication expertise with executives, employees and clients/customers

- Works directly with public and private stakeholders to improve vocational and leisure opportunities for individuals with autism and developmental disabilities
- Fosters collaborative partnerships to promote inclusive practices within the community living department with a solution oriented mindset and critical thinking skills
- Direct oversight to managers, supervisors, behavior technicians (RBTs), and direct support professionals; utilize change-management procedures and creative problem solving.

2019-2020

Director of Autism Services

Great Circle St. Louis - *Great Circle is an agency providing a unique spectrum of behavioral health services to children and families. Programs include, autism services, residential facilities, education, parent support, respite care, crisis support, trauma informed care.*

- Responsible for organizing programming for up to 250 individuals with autism and developmental disabilities.
- Monitors and adjusts expenditures monthly to stay within annual budget.
- Ensures that all revenue targets are monitored and met.
- Pursues additional funding sources to sustain and expand program.
- Ensures Great Circle's policies, procedures, protocols, treatment planning and implementation, paperwork, and Credible documentation are timely and accurate.
- Monitors program outcomes, quality assurance, and improvement strategies.
- Ensures that appropriate high-quality ABA Services and other clinical services such as individual, group and family therapy occur in accordance with program contracts.
- Monitors the billing process ensuring submission in a timely fashion and revenue is maximized.
- Completes assigned community contacts and develops positive working relationships with key community agencies for marketing and referrals.

2018-2019

Post-doctoral Clinical Experience

University of Virginia, Charlottesville, VA

Curry School of Education for Human Services

Supporting Transformative Autism Research (SIF funded)

- Conducted assessments that contribute to the diagnosis of autism and other neurodevelopmental disabilities
- Developed treatment plans for individuals with autism and neurodevelopmental disabilities
- Conducted Parent/Family coaching workshops to support individuals with autism and neurodevelopmental disabilities
- Conducted functional behavior assessments for clients and provide ongoing support using Applied Behavior Analysis principles
- Experience in administration and write up for the following assessments:

- Autism Diagnostic Observation Schedule (ADOS-2) [research reliable]
- Wechsler Intelligence Scale for Children (WISC)
- Differential Ability Scales-II (DAS-II)
- Mullen Scales of Early Learning
- Vineland Adaptive Behavior Scales (VABS-II)
- Social Responsiveness Scale (SRS-2)
- Repetitive Behavior Scale Revised (RBS-R)
- Aberrant Behavior Checklist (ABC)
- Communicative Development Inventory (CDI)

2018-2019

Post-doctoral Clinical Application Experience**Virginia Institute of Autism, Charlottesville, VA****Adult Services Center and Outpatient Behavioral Services**

- Provided professional development and ongoing support to clinicians working with individuals with autism and neurodevelopmental disabilities
- Conducted functional behavior assessments for clients and provide ongoing support using Applied Behavior Analysis principles
- Supported adults with autism and comorbid intellectual disabilities through functional communication training
- Supported adults with autism comorbid intellectual disabilities through vocational supports and life-skills training
- Collaborated with caregivers on supporting adults in daily living skills

RESEARCH

2018-2020

Supporting Transformative Autism Research (SIF funded)**Curry School of Education****University of Virginia, Charlottesville, VA**

- Primary investigator: Function-Based Video Self-Modeling for Individuals with Neurodevelopmental Disabilities.
- Primary investigator: Efficacy of the Interview Informed Synthesized Contingency Analysis for Behavior Modification
- Primary investigator: Improving Compliance on Dental Examinations for Individuals with Autism Spectrum Disorder
- Co-Investigator: Project ECHO to Support Physicians, Clinicians, and Teachers working with Individuals with Autism (with Dr. Micah Mazurek)
- Co-Investigator: Efficient Autism Screening Methods for Primary Care Physicians

2014-2018

Graduate Research Assistant**QuEST: Quality Education Science Teaching (NSF funded)****Departments of Learning, Teaching, Curriculum, and Special Education****University of Missouri, Columbia, MO**

- Management of laboratory functions including organization, participant recruitment, and scheduling
- Development of both quantitative and qualitative instruments

- Field research related to implications of the QuEST professional development program
- Provided professional development to teachers
- Management and analysis of large mixed-method data sets

2014-2018 **Graduate Research Assistant**
Department of Special Education
University of Missouri, Columbia, MO

- Research project: Meta-Cognitive strategies for students with special needs
- Research project: Implications of working memory in learning
- Qualitative and quantitative data analysis

GRANTS AND FUNDING

2017 Principal Investigator. *Video Self-Modeling to Reduce Aggressive Behavior in Students Significantly Impacted by Autism Spectrum Disorder*. Gamma Delta Gamma Award Winner, University of Missouri. \$10,000.

2017 Doctoral Scholar: Mary O'Brien Special Education Award, University of Missouri. \$2,172

2017 Graduate Professional Council Travel Award, University of Missouri: \$500

2017 Doctoral Scholar. The Autism Science Foundation. International Travel Award: \$1,000

2017 Principal Investigator. The Autism Science Foundation. Research Accelerator Grant. Not funded.

2015 Doctoral Scholar: Mary O'Brien Special Education Award, University of Missouri. \$2,172

2016 Doctoral Scholar: Mary O'Brien Special Education Award, University of Missouri. \$2,172

PROFESSIONAL ACTIVITIES AND SERVICE

2018-2019 **Mentor to incoming Doctoral Students University of Virginia**

- Mentor to Kristina Jones (doctoral student at University of Virginia)
- Mentor to Sarah-Emily Schultz (doctoral student at University of Virginia)
- Mentor to Christina Hawkins (doctoral student at University of Virginia)
 - Helped set goals and work toward achieving them
 - Served as a positive social and academic role-model by supporting mentees with their involvement on campus
 - Provided an environment that supports constructive feedback on performance
 - Instruction on single subject research design and analysis

2015-2018 **Mentor to incoming Doctoral Students University of Missouri**

- Mentor to Courtney Jorgenson (doctoral student at University of Missouri)
- Mentor to Mary Decker (doctoral student at University of Missouri)
- Mentor to Jessica Kamerau (doctoral student at University of Missouri)
- Mentor to Jessica Simpson (doctoral student at University of Missouri)
 - Helped set goals and work toward achieving them by educating four mentees about various resources available on campus, as the need arises
 - Served as a positive social and academic role-model by supporting mentees with their involvement on campus
 - Provided an environment that supports constructive feedback on performance

2018-2020 *Education and Training in Autism and Developmental Disabilities*
Reviewer

2016-2018 *Education and Treatment of Children*
Reviewer

2016-2018 *Intervention in School and Clinic*
Reviewer

2017-2023 *Journal of Special Education Technology*
Reviewer

AWARDS/HONORS

2018 Doctoral Student of the Year, Department of Special Education; University of Missouri, Columbia, MO

2012 Teacher of the Year, Special School District of Saint Louis

PRESENTATIONS

Sadler, K. M., Ingvarsson, E. (2020, February) *Interview Informed Synthesized Contingency Analysis for the Treatment of Problem Behavior in Adults with Autism Spectrum Disorder.* Presentation at the Council for Exceptional Children Conference, Portland, OR

Sadler, K. M., Ingvarsson, E. (2019, May) *Evaluating the Feasibility of the Interview-Informed Synthesized Contingency Analysis at an Autism Service Agency.* Presentation at Applied Behavior Analysis International, Chicago, IL

Sadler, K. M., Ingvarsson, E. (2019, May) *Function Based Video-Self Modeling for Individuals with Autism.* Presentation at Applied Behavior Analysis International, Chicago, IL

Bateman, K., Nevill, R., Lovette, G., **Sadler, K. M.** (2019, May) *ECHO in Education: Using Case Based Learning to Increase Knowledge and Support for Education Teams Working with Students with ASD*. Presentation at Applied Behavior Analysis International, Chicago, IL

Haskins, L., **Sadler, K. M.**, Ingvarsson, E., Therrien, W. (2019, March). *Effectiveness of the Interview Informed Synthesized Contingency Analysis to Treat Problem Behavior*. Presentation at the Virginia Associate for Behavior Analysis International, Reston, VA

Sadler, K. M., Ingvarsson, E. (2019, March) *Function Based Video-Self Modeling for Individuals with Autism*. Presentation at the Virginia Associate for Behavior Analysis International, Reston, VA

Sadler, K. M. (2019, January) *Video Self Modeling to Reduce Aggressive Behavior in Students with ASD and Intellectual Disabilities*. Presentation at the annual meeting of the Division of Developmental Disabilities, Maui, Hawaii.

Sadler, K. M. (2018, May) *Video Self Modeling to Reduce Aggression in Students Severely Impacted by Autism Spectrum Disorders*. Workshop at the annual meeting of the International Society for Autism Research (INSAR), Rotterdam, Netherlands.

Sadler, K. M. (2018, February) *Video Self Modeling to Reduce Aggression in Students with Autism Spectrum Disorders*. Workshop at the annual meeting of the Council for Exceptional Children, St. Petersburg, FL

van Garderen, D., Thomas, C. N., **Sadler, K. M.** (2018, February). *Universal Design for Learning: Planning Inquiry-Based Science Experiences to Reach Diverse Learners*. Workshop presented at the annual meeting of the Council for Exceptional Children, St. Petersburg, FL

Sadler, K. M. (2018, January) *Video Self Modeling to Reduce Aggression in Students with Autism Spectrum Disorders and Co-Occurring ID*. Workshop at the annual meeting of the Division of Developmental Disabilities, Clearwater, FL

Sadler, K. M. (2017, April) *Video Self Modeling to Reduce Aggression in Students with Autism Spectrum Disorders*. Poster Presentation at the annual meeting of the Council for Exceptional Children, Boston, MA

van Garderen, D., Thomas, C. N., **Sadler, K. M.** (2017, April). *Universal Design for Learning: Planning Inquiry-Based Science Experiences to Reach Diverse Learners*. Workshop presented at the annual meeting of the Council for Exceptional Children, Boston, MA

Sadler, K. M. (2017, January) *Video Self Modeling to Reduce Aggression in Students with Autism Spectrum Disorders and Co-Occurring ID*. Poster Presentation at the annual meeting of the Division of Developmental Disabilities and Autism, Clearwater, FL

van Garderen, D., & **Sadler, K.M.** (2017, November). *Teacher Change in Knowledge and Instructional Planning Practices in Science for Diverse Learners*. Poster to be presented at

College of Education Research Day, University of Missouri, Columbia, MO.

van Garderen, D., Scheuermann, A., & **Sadler, K.M.** (2016, June). *Solving mathematical word problems using cognitive strategy instruction: A review of the literature*. Interactive poster presented at the annual conference of the International Academy for Research in Learning Disabilities, Austin, TX.

van Garderen, D., Thomas, C. N., **Sadler, K. M.** (2016, April). *Universal Design for Learning: Planning Inquiry-Based Science Experiences to Reach Diverse Learners*. Workshop presented at the annual meeting of the Council for Exceptional Children, St. Louis, MO.

Sadler, K. M. (January 2016) *Video Self Modeling for Student with Autism Spectrum Disorders: Why it works and How to do it!*; University of Missouri, SECE; Columbia, Missouri

van Garderen, D., **Sadler, K. M.** (January 2016) *Universal Learning Design in Inquiry-Based Science Education*; University of Missouri, SECE; Columbia, Missouri

Hanuscin, D., Lipsitz, D., Cisterna, D., Arnone, K. A., & **Sadler, K. M.** (December, 2015). Developing coherent conceptual storylines; National Science Teachers Association, Area Conference; Kansas City, Missouri (December, 2015)

van Garderen, D., Thomas, C., & **Sadler, K. M.** (2015, November). *Teaching general educators to reach all learners during inquiry based science by integrating Universal Design for Learning*. Presentation at the annual conference of the Teacher Education Division (CEC), Phoenix, AZ.

van Garderen, D., Newman Thomas, C., & **Sadler, K. M.** (July 2015) *Universal Learning Design in Inquiry-Based Science Education*; QuEST teacher education program; Columbia, Missouri

Sadler, K. M., Wilson, U. Lichtenhan, J., (July 2015) *Can the Medial Olivo-Cochlear Reflex Be Used to Subjectively Measure Treatment for Hyperacusis in Children with Autism?*; Joint Meeting of the Midwest Auditory Research Conference and the Midwest Auditory Neuroscience Symposium, Omaha, Nebraska

Van Garderen, D., **Sadler, K. M.** (January, 2015) *Cognitive and Meta-cognitive strategies for teaching word problem solving strategies to students with learning disabilities*; University of Missouri, SECE (January 2015); Columbia, Missouri

PUBLICATIONS

Wilson, U., **Sadler, K.M.**, Hancock, K., Guinan, J.J., & Lichtenhan, J. T. (2017) Efferent inhibition strength is a Physiological Correlate of Hyperacusis in Children with Autism Spectrum Disorder. *Journal of Neurophysiology*, June, 2017

Thomas, C. N., van Garderen, D., **Sadler, K. M.**, & M. Decker. Applying a universal design for

learning framework to mediate the language demands of science. In M. Koomen, S. Kahn, C. Atchison, & T. Wild (Eds.). *Towards inclusion of all learners through science teacher education*.

Sadler, K. M., (2019). Video Self-Modeling to Treat Aggression in Student Significantly Impacted by Autism Spectrum Disorder. *Journal of Special Education Technology*. Advance online publication. doi: 10.1177/0162643418822070

Sadler, K. M., (2020) Video Self-Modeling to Modify Aggressive Behavior of Students Autism Spectrum Disorder Spectrum Disorder and Intellectual Disabilities. *Education and Training in Autism and Developmental Disabilities*.

van Garderen, D., **Sadler, K.M.**, Lipsitz, K., Thomas, C.N., Hanuscin, D., Cisterna, D., deAraujo, Z. Teacher Change in Knowledge and Instructional Planning Practices in Science for Diverse Learners. *Manuscript submitted for publication*.

Sadler, K. M., (2019). Video self-modeling to Decrease Aggression in Students with Autism Spectrum Disorder: Step by Step. *Manuscript submitted for publication*.

Sadler, K. M., Invgarsson, E., Therrien, W. (2019). Function Based Video Self-Modeling to Modify the Behavior of Individuals with Autism. *Manuscript in preparation*.

Sadler, K. M., Invgarsson, E., Therrien, W. (2019). Interview Informed Synthesized Contingency Analysis for the Treatment of Problem Behavior in Adults with Autism Spectrum Disorder. *Manuscript in preparation*.

van Garderen, D., Scheuermann, A., **Sadler, K.**, Hopkins, S., & Hirt, S. M. (2021). Preparing Pre-Service Teachers to Use Visual Representations as Strategy to Solve Mathematics Problems: What Did They Learn?. *Teacher Education and Special Education*, 0888406421996070.

CURRENT PROFESSIONAL MEMBERSHIPS

2015-present Council for the Exceptional Child, member

2015-present Division of Developmental Disabilities and Autism, member

2017-Present International Society for Autism Research, member

2018-Present Association for Behavior Analysis International