

# Kate M. Sadler, PhD, BCBA-D

1014 North Harrison Ave.

St. Louis, MO 63122

[k8sadler@gmail.com](mailto:k8sadler@gmail.com)

[ks5qx@virginia.edu](mailto:ks5qx@virginia.edu)

(314) 488-0252

## ACADEMIC BACKGROUND

2019 Post-Doctoral Research Associate, University of Virginia

- Applied Behavior Analysis
- Board Certified Behavior Analyst-Doctorate

2018 Doctor of Philosophy in Special Education, University of Missouri

- Autism Spectrum Disorders and Neuro-Developmental Disabilities

2012 Master of Education in Special Education, University of Missouri

- Interventions for Individuals with Autism Spectrum Disorder

2001 Bachelor of Science in Special Education, Southeast Missouri State University

- Intellectual Disabilities
- Behavior Disorders

2001 Special Education Teaching Certificate (Kindergarten through Grade 12)

- Lifetime certificate

2001 Early Childhood Special Education Teaching Certificate (Birth through Grade 3)

- Lifetime certificate

## 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

## RESEARCH EXPERIENCE

2018-2019 **University of Virginia, Charlottesville, VA**  
**Curry School of Education**  
**Supporting Transformative Autism Research (SIF funded)**

- 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
- Primary investigator: The Use of the Life Skills Curriculum to Prevent Challenging Behaviors in Adolescents and Adults
- Co-Investigator: Coaching and Education for Families of Individuals Recently Diagnosed with Autism
- 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
- Management of laboratory functions including organization, budgeting, participant recruitment, and scheduling

2014-2018 **University of Missouri, Columbia, MO**  
**Departments of Learning, Teaching, Curriculum, and Special Education** *Graduate Research Assistant: QuEST: Quality Education Science Teaching (NSF funded)*

- 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

2015-2016 **Thompson Center for Autism and Neurodevelopmental Disabilities University of Missouri, Columbia, MO**  
*Graduate Student with Dr. David Beversdorf*

- Clinical observations and analysis of teenagers and adults with Autism Spectrum Disorder (ASD)
- Participated in identifying individuals with ASD using the *Autism Diagnostic Observation Schedule (ADOS)* and the *Autism Diagnostic Interview (ADI-R)*
- Participated in the selection of a medical and behavioral treatment package for patients with ASD
- Development of behavior intervention strategies based upon physiological information.

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

- Graduate Research Assistant with Dr. Delinda Van Garderen*
- Research project: Meta-Cognitive strategies for students with special needs

- Research project: Implications of working memory in learning
- Qualitative and quantitative data analysis
- Management of various data sets

2012-2016 **Washington University School of Medicine, St. Louis, MO**  
***Research Assistant for Dr. Jeffery Lichtenhan***

- Characterized participants according to their level of hyperacusis
- Management laboratory functions including organization, participant recruitment, and scheduling
- Directly participated with ASD subjects to record otoacoustic emissions during a physiological experiment that involves recording responses via microphones in the ear (a procedure that often lasted up to 2 hours per participant)
- Development of behavior intervention strategies based upon physiological information
- Presented and published the results

### CLINICAL EXPERIENCE

2020 **Director of Behavioral Health**  
**Easterseals MidWest**

- Responsible for organizing programming for adults 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 the program.
- Ensures policies, procedures, protocols, treatment planning and implementation, paperwork, and Credible documentation are timely and accurate.
- Monitors program outcomes, quality assurance, and improvement strategies.
- Provides ongoing supervision and direction to all assigned supervisees.
- Responsible for maintaining an excellent working relationship with the leadership of the external funding sources involved in the care of the individuals served.
- 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.

2020 **Board Certified Behavior Analysis Supervisor (Telehealth)**

- Provides clinical oversight to clientele to drive compliance and retention in order to achieve optimal outcomes.
- Work with parents to achieve the number of hours necessary for best outcomes for the client.

- Train, manage, and retain a team of Behavior Technicians.
- Develop child-specific behavior plans in accordance with the principles of ABA therapy.
- Continue training and education to advance knowledge and learning in the field of ABA.

2018-2019 **University of Virginia, Charlottesville, VA**

**Curry School of Education for Human Services**

**Supporting Transformative Autism Research (SIF funded)**

- The development and validation of new screening instruments used to detect autism spectrum disorder (ASD) with the overall hope of decreasing the age of diagnosis (with Dr. Micah Mazurek)
- 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 **Sheila C. Johnson Center at Curry School of Education**  
**University of Virginia, Charlottesville, VA**

- 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

2018-2019 **Virginia Institute of Autism, Charlottesville, VA**

**Adult Services Center and Outpatient Behavior 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

2018-2019 **Faison Center for Autism, Richmond, VA**  
**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

**TEACHING AND CONSULTATION**

2021 **Clinical Assistant Professor, Behavior Analysis & Therapy**  
 School of Psychological and Behavioral Sciences  
 Southern Illinois University

2018.-2020. **Post Doctoral Scholar**

2018.-2021. **University of Virginia, Charlottesville, VA**

- Implementer of project ECHO: Virtual learning network that grants access to specialists at the local, state, and university level
- Provided access to innovative practices designed to improve student, teacher, leader, classroom, and school outcomes.

2015-2019 **University of Missouri, Columbia, MO**

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

2018-2019 **University of Virginia, Charlottesville, VA**

- Lecturer, Special Topics in Autism Spectrum Disorders
- Autism Diagnostic Observation Schedule (ADOS), Research Reliable Certification

2018-2019 **Post Doctoral Scholar**

**University of Virginia, Charlottesville, VA**  
**Consultation in Applied Behavior Analysis**

- Behavior management support for students with autism and/or neurodevelopmental disorders with low SES (Richmond, VA)
- Video self-modeling strategies for various public schools (St. Louis, MO)
- Strategies for working with individuals with autism in an integrated setting (Columbia, MO)
- Intervention strategies and behavior support for students with autism and/or neurodevelopmental disorders, with low SES (St. Louis, MO)
- Integrating functional assessment data into intervention strategies for students with ASD and neurodevelopmental disorders, private schools in (Charlottesville, VA)

- Applied Behavior Analysis to decrease problem behavior for individuals with autism and comorbid intellectual disabilities in various rural counties in Virginia (ongoing project)
- 2014-2018 **Consultation with school districts regarding service needs for students in Special Education**
- Video Self-Modeling strategies for public schools in St. Louis, MO
  - Strategies for Working with Individuals with autism spectrum disorder (ASD), public school in Columbia, MO
  - Intervention Strategies for ASD and Neuro-developmental Disorders for public schools in St. Louis, MO
- 2014-2017 **University of Missouri, Columbia, MO  
Professional development for teachers**
- Behavior Management for the Exceptional Child
  - Video Self-Modeling
  - Strategies for Working with Individuals with Autism Spectrum Disorder
  - Universal Design for Learning (UDL) for Students with Special Needs
  - Universal Design for Learning (UDL) for Curricular Content
- 2014-2016 **University of Missouri, Columbia, MO  
Professional development for teachers through QuEST: Quality Education Science Teaching (NSF funded)**
- Universal Design for Learning (UDL) Introduction
  - Universal Design for Learning (UDL) Application
  - Universal Design for Learning (UDL) In-Vivo Support
- 2006-2015 **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)
- 2001-2006 **United Services, St. Charles, MO**
- Early Childhood Special Education Teacher (students with Autism, Multiple Disabilities, and Intellectual Disorders)

### 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. \$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
- 2016 Principal Investigator. Organization for Autism Research. *Video Self-Modeling to Reduce Aggressive Behavior in Students Significantly Impacted by Autism Spectrum Disorder*. Not funded.

### **PROFESSIONAL ACTIVITIES AND SERVICE**

- 2018-2019 **Mentor to incoming Doctoral Students 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**
- Taught single subject data collection methods and analysis
  - Co-author on manuscripts and presentations
  - Provided an environment that supports constructive feedback on performance
- 2018-2020 *Education and Training in Autism and Developmental Disabilities*  
Reviewer
- 2017-2020 *Journal of Special Education Technology*  
Reviewer
- 2014-2016 Special Education Graduate School Association University of Missouri, Columbia, MO
- Treasurer

### **AWARDS/HONORS**

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

### **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.**, Invgarsson, E., Therrien, W. (2020). Function Based Video Self-Modeling to Modify the Behavior of Individuals with Autism. *Manuscript in preparation.*

**Sadler, K. M.**, Invgarsson, E., Therrien, W. (2020). Interview Informed Synthesized Contingency Analysis for the Treatment of Problem Behavior in Adults with Autism Spectrum Disorder. *Manuscript in preparation.*

### **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