

DR. KATHY WANDLER, BCBA, LBA

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PROFESSIONAL EXPERIENCE

NOVEMBER 2018 – PRESENT

SUPERVISOR- BEHAVIOR ANALYST, MADERA UNIFIED SCHOOL DISTRICT

Conducted functional analysis and practical functional assessment for individual students. Developed materials and provide resources and provide professional learning to administrators, educators, paraprofessionals and parents/guardians in Trauma Informed Practices, Applied Behavior Analysis (ABA), and/or other evidence-based methodologies related to addressing the needs of students that are experiencing behavior difficulties. Participated in the planning of the development and implementation of programs, policies, and best practices related to instruction using the principles of Trauma Informed Practices and Applied Behavior Analysis (ABA). Responded to crisis situations when appropriate and assisted in de-escalation techniques to stabilize the student. Provided training for teachers, paraprofessionals, and other staff in trauma informed practices, behavioral analysis, data collection and effective strategies regarding positive behavior support, and worked with students who exhibit inappropriate behaviors. Kept abreast of current research and information in the areas of developmental trauma and treatment practices and provided in-service and training for teachers, specialists, paraprofessionals and other staff in areas related to behavior, management strategies, avoidance of aversive techniques, and managing assaultive behavior. Provided technical assistance regarding the integration of positive behavior supports in all instructional initiatives. . Collected data and prepared a variety of reports for the purpose of documenting case history, assessments and collecting and analyzing behavioral progress monitoring data. Traveled from site to site and/or performs necessary home visits for the purpose of providing direct treatment, consultation and collaboration for students and families.

2016 – 2018

DIRECTOR OF TRAINING AND SUPPLEMENTARY SUPPORTS, CALIFORNIA AUTISM CENTER

Attended and served as a member of the Clinical Board. Developed and implemented all training protocols, programs and forms for clinical staff. Served as a Behavior Analyst Certification Board supervisor. Standardized all clinical practices. Standardized all clinical forms. Insured on-going staff development for Behavior Analysts and clinical staff. Conducted research on the Behavior Skills Training model with new hires and awaiting publication. Served in an administrative capacity for all the centers, including upholding company operation standards and compliance with HIPPA and insurance regulations. Maintained and managed a budget for training, curriculum purchases, and conferences, evidenced-based social and functional programs. Developed, standardized and supervised the assessment and training team members.

2015 – 2016

PROGRAM SPECIALIST, CENTRAL UNIFIED SCHOOL DISTRICT

Attended and served as a member, or as a designated IEP chairperson, to determine the eligibility of a student for the special education program; assisted in the development of IEP instructional goals/objectives; assisted in identifying other related services for the student; assisted in facilitating student placement into special education programs. Planned programs with instructional staff members, coordinated curricular resources, evaluated effectiveness of programs for individuals with exceptional needs, participated in staff development, program development, and innovation of special methods and approaches; provided coordination, consultation, and program development with all related services in special education including psychological and health services. Maintained cooperative working relationships with parents, staff, and other school personnel; served as a resource/liaison with other agencies and community services and organizations; maintained effective and timely written and oral communications with parents, staff, other school personnel, and community agencies and organizations.

2006 – 2015

BEHAVIOR ANALYST AND EDUCATION CONSULTANT, CLOVIS UNIFIED SCHOOL DISTRICT

As a Teacher on Special Assignment, I was the District –Wide Behavior Analyst. The Board Certified Behavior Analyst (BCBA), under the supervision of the Director of Special Education, planned, implemented, coordinated, and assessed delivery of positive behavior support services for students in need from birth to 22 years of age. The BCBA worked in partnership with regular education staff and special education staffs to provide appropriate interventions for students that are requiring additional support for challenging behavior. The BCBA consulted with an IEP team and additional staff in developing and training strategies and techniques that will promote a positive change in challenging behavior from. The BCBA designed and implemented teaching strategies, classroom systems, and individual student programs utilizing the best practices defined by applied behavior analysis and data-guided instruction. The BCBA conducted, consulted with and/or wrote Functional Behavioral Assessments, Behavior Intervention Plans, and Behavior Support Plans in collaboration with IEP teams on identified students. The BCBA conducted direct and indirect assessments on an identified student. The BCBA consulted and collaborated with School Psychologists, Occupational Therapists, Speech Therapists, Mental Health Care professionals and other designated service providers in developing the necessary supports and aids that will assist a student with challenging behaviors.

1999 – 2006

SPECIAL EDUCATION TEACHER, ELEMENTARY AUTISM PROGRAM

Designed and created the program. I worked with students affected with autism in grades K-3rd at Maple Creek Elementary. Case managed, developed and implemented Individualized Education Plans for each student. I implemented intensive Applied Behavior Analysis strategies and methodologies as an instructional approach to the students. Trained and supervised Instructional Assistants assigned to the program. I consulted and collaborated with general education teachers in order to provide appropriate and beneficial inclusion experiences for both the students with autism and their typical peers.

2006 – PRESENT

ADJUNCT PROFESSOR, CALIFORNIA STATE UNIVERSITY, FRESNO

Teaching Credential Department:

**SPED 179-Differentiating Instruction and Classroom Management.

**SPED 120-Introduction to Special Education.

**SPED 236-Seminar in Advanced and Applied Pedagogy

2010 – PRESENT

ADJUNCT INSTRUCTOR, FRESNO PACIFIC UNIVERSITY

School Psychologist Credential Program:

**PPP 793 B-Supervision Course. This course consists of fieldwork experience under the supervision of a Board Certified Behavior Analyst (BCBA & BCBA-D).

**PPP 734-Early Intervention and Behavior Assessment

1997 – 1999

DIAGNOSTIC PRESCHOOL TEACHER, MADERA OFFICE OF EDUCATION

I instructed students at the preschool level. Modify traditional education curriculum to meet child's needs. Assisted children with specific learning disabilities, speech or language impairments, mental retardation, emotional disturbance, multiple disabilities, hearing impairments, orthopedic impairments, visual impairments, autism, combined deafness and blindness, traumatic brain injury. I helped to identify children with special needs. I used various teaching methods to promote learning, including intensive individualized instruction, problem-solving assignments, and small-group work.

EDUCATION

MAY 2015

DOCTOR OF EDUCATION SPECIALIZING IN EXCEPTIONAL STUDENTS,

NORTHCENTRAL UNIVERSITY, PRESCOTT, AZ

MAY 2001

MASTER OF SCIENCE IN SPECIAL EDUCATION (MODERATE/SEVERE), NATIONAL

UNIVERSITY, FRESNO, CA

JUNE 1994

MASTER OF ARTS IN EDUCATION AND PSYCHOLOGY, PEPPERDINE UNIVERSITY,

MALIBU, CA

MAY 1992

BACHELOR OF SCIENCE IN CHILD DEVELOPMENT, CALIFORNIA STATE

UNIVERSITY, FULLERTON, CA

CREDENTIALS, CERTIFICATES, LICENSE AND CEU'S

- Board Certified Behavior Analyst, 2006 #1-06-2893
- Licensed Behavior Analyst, 2019 #875
- California Education Specialist Credential, 2001-present
- Certified Child & Adolescent Trauma Professional, 2020 #687256
- Child Abuse Training, 2019 & 2020
- Bullying in Schools, 2019
- Suicide Prevention in Schools, 2019 & 2020
- Response to Bullying as a Behavior Analyst (CEU), 2020
- Critical Consideration for Crisis Behavior (CEU), 2018
- Crisis Behavior Application at Schools (CEU), 2018
- Escape Extinction Ethics (CEU), 2019
- Practical Functional Analysis Application (CEU), 2018
- Functional Analysis Ethical Considerations (CEU), 2019
- Applied Behavior Analysis Instructional Techniques (CEU), 2018
- Sexual Abuse of People with Disabilities (CEU), 2020
- Teaching Social Skills (CEU), 2018
- Treatment of Automatically Reinforced Behaviors (CEU), 2019
- Trauma-Informed Care for Behavior Analysis (CEU), 2020
- A Behavioral Approach to the Assessment of Child Sexual Abuse, (CEU), 2021
- SAFE-T Assessment, (CEU), 2021
- Trauma-Informed Behavior Analysis for Behavioral, Mental Health & Educational Professionals Course, 2020
- How the Body Keeps the Score: Intensive Trauma Treatment Course, 2020
- Neurobiology of Attachment Course, 2020
- Neurobiology of Trauma Course, 2020
- CBITS Cognitive Behavioral Intervention for Trauma in Schools Course, 2019
- Mindfulness Based Cognitive Therapy Course, 2019
- Acceptance and Commitment Therapy Course, 2020
- How to Target the Limbic System to Reverse Trauma's Physiological Imprint Course, 2020
- Trauma Treatment for Kids: Healing the Body Through Play Course, 2020
- Expert Strategies for Working with Anxiety Course, 2021
- Yoga and Mindfulness Based Tools for Children and Adolescents to Manage Anxiety and Navigate Stressful Situations, 2019
- Yoga and Mindfulness for Kids, 2019
- Breath Work Practices to Regulate Energy Level and Arousal in Children, 2019
- Anxiety, Worry and Panic: Effective Strategies to Calm the Anxious Mind, 2019
- Dissociation-How to Recognize and Treat it Effectively, 2020
- Going Beyond Fight, Flight or Freeze Trauma Responses, 2020