

CURRICULUM VITAE

Kelli A. Sanderson, Ph.D.
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California State University Long Beach

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*[Contact info redacted
for online publication]*

RESEARCH INTERESTS

- Families of individuals with disabilities
- Advocacy for individuals with disabilities
- Parent and student participation in Individualized Education Program (IEP) meetings
- Postsecondary transition for students with low incidence disabilities

EDUCATION

- 2018** **Vanderbilt University, Peabody College, Nashville, TN**
Ph.D., Special Education
- 2015** **California State University**
Master of Science, Special Education
- 2007** **University of New Hampshire, Durham, NH**
Bachelor of Arts, Psychology

PROFESSIONAL CERTIFICATIONS

- In progress** Board Certified Behavior Analyst (BCBA)
- 2015** Clear Credential – Education Specialist in California
Moderate/ Severe Disabilities
- 2013** Preliminary Education Specialist Credential in California
Moderate/Severe Disabilities

PROFESSIONAL EXPERIENCE

- 2018 – present** **Assistant Professor of Special Education.** California State University, Long Beach
CA
- 2015-2018** **Graduate Research Assistant.** Vanderbilt University, Nashville, TN
University Center for Excellence in Developmental Disability (UCEDD) Trainee.
- 2013-2014** **Special Education Teacher.** George Key School, Placentia, CA
Teacher for students with multiple disabilities, grades 4 -8.
- 2013-2013** **Substitute Teacher.** Long Beach Unified School District, Long Beach, CA
Served as a substitute teacher for 3 months after earning my teaching credential.
- 2006-2013** **Behavior Interventionist; Social Skills Group Facilitator; Inclusive Pre-school
Teacher.** Step by Step Edu-Play, Santa Monica, CA
Worked with children with disabilities aged 18 months through 18 years.

RESEARCH EXPERIENCE

- 2015 – 2018** **Graduate Research Assistant.** Vanderbilt University, Nashville, TN
Completed various research projects using a range of research methodologies
under the supervision of Dr. Robert Hodapp.
- 2015 – 2018** **Volunteer Advocacy Project (co-coordinator)**
Vanderbilt Kennedy Center, Nashville, TN
Collect pre- and post-test data on advocacy knowledge and comfort of
advocacy; follow-up data collected on advocacy experiences.

PUBLICATIONS

Peer reviewed journals

- Sanderson, K. A.**, Goldman, S.E., & Rojas, A.J. (in press). A systematic review and analysis of
single case research featuring interventions used to influence adolescent participation
during IEP meetings. *Journal of Special Education*.
- Bumble, J. L., **Sanderson, K.A.**, Zemke, K. & Hodapp, R.M. (2021). Marrying into it: Social
supports provided by sibling-in-laws to adults with IDD. *Journal of Intellectual Disability
Research*, 65(9), 849-862.
- Sanderson, K. A.** & Goldman, S. E. (2021). Understanding the characteristics and predictors of
student involvement in IEP meetings. *Journal of Special Education*.

Sanderson, K.A., Bumble, J. L., & Kuntz, E. (2020). Meeting the daily needs of a adults with IDD: The importance of informal supports. *International Review of Research in Developmental Disabilities*, 58,

Sanderson, K. A. & Goldman, S. M. (2020). A meta-analysis on the effectiveness of interventions used to increase adolescent student participation in IEP meetings. *Career Development and Transition for Exceptional Individuals*, 43(3), 157-168.

Sanderson, K. A., Burke, M. M., Urbano, R. C., Arnold, C., & Hodapp, R. M. (2019). Getting by with a little help from my friends: Siblings report on the amount of informal supports received by adults with disabilities. *Journal of Intellectual Disability Research*, 63, 1097-1110.

Goldman, S. M., **Sanderson, K. A.**, Lloyd, B. P., & Barton, E. (2019). Using home-school communication to decrease off-task behavior for students with ASD. *Intellectual and Developmental Disabilities*, 57, 95-111.

Sanderson, K. A., Burke, M. M., Urbano, R. C., Arnold, C., & Hodapp, R. M. (2017). Who helps? Characteristics and correlates of informal supporters to adults with intellectual disabilities. *American Journal on Intellectual and Developmental Disabilities*, 122, 492 - 510.

Hodapp, R. M., **Sanderson, K. A.**, Meskis, S. A., & Casale, E. G. (2017). Adult siblings of persons with intellectual disabilities: Past, present, and future. *International Review of Research in Developmental Disabilities*, 53, 163-202.

Under review

Powers, K. & **Sanderson, K.A.** (under review). Exploring the development of an inclusive postsecondary education program for diverse students with intellectual disabilities through a virtual community conversation.

Sanderson, K.A. & Rojas, A.J. (under review). “Be prepared to fight like hell”: Parent advice for IEP meetings.

In progress

Goscicki, B. L., **Sanderson, K. A.**, & Hodapp, R. M. (in progress). Parent and student participation in IEP meetings: Transition-aged students remain overlooked.

Sanderson, K.A. (in progress). Identifying predictors of parent satisfaction with IEPs.

Sanderson, K.A., Burke, M.M., Bumble, J.L., & Hodapp, R.M. (in progress). Understanding the natural supports used by adults with IDD from diverse racial and ethnic backgrounds.

BOOK CHAPTERS

Sanderson, K. A., Hodapp, R. M., Dykens, E., & Roof, E. (in press). Transition to adulthood for individuals with Prader Willi-Syndrome. In Buttler, M.G., Lee, P.D.K., & Whitman, B. (Eds.), *Management of Prader-Willi Syndrome* (4th ed.). Springer.

Mello, M.P. & **Sanderson, K.A.** (in press). Transition to adulthood and self-direction. In Khemka, I. (Ed.), *Decision Making by Individuals with IDD: Research and Practice*.

Hodapp, R. M., **Sanderson, K. A.**, & Mello, M. P. (2020). From the postsecondary transition through old age: Caring for adults with Down syndrome. In Burack, J., Edgin, J., Abbeduto, L., & Busciglio, J. (Eds.), *The Oxford Handbook of Down Syndrome and Development* (3rd ed.). Oxford University Press: New York, NY.

Hodapp, R. M., **Sanderson, K. A.**, & Casale, E. (2020). Becoming an adult with Down syndrome: Transition from multiple perspectives. In Prasher, V. & Santos, F.H. (Eds.), *Excelling in Life with Down Syndrome*. Nova Science Publishers, Inc.: Hauppauge, NY.

Hodapp, R. M., Casale, E., & **Sanderson, K. A.** (2019). Parenting children with intellectual disabilities. In M. H. Bornstein (Ed.), *Handbook of parenting* (3rd ed.). Routledge: New York, NY.

PRESENTATIONS

International and National Conferences

Sanderson, K.A. & Bumble, J.L. (July, 2021). *Marrying into it: The sibling-in-law as a key member of the social support network*. Presentation delivered at the International Association for the Scientific Study of Intellectual and Developmental Disabilities (virtual).

Bumble, J.L. & **Sanderson, K.A.** (June, 2021). *"The Sibling-in-Law: A Key Social Support in the Lives of Adults With IDD."* Presentation delivered at the annual American Association of Intellectual and Developmental Disabilities (virtual).

Sanderson, K.A. (February, 2021). *Student involvement in IEP meetings*. Presentation delivered at the annual Pacific Rim Conference on Disability and Diversity (virtual).

Sanderson, K.A. (February, 2021). *SCD synthesis*. Presentation delivered at the annual Pacific Rim Conference on Disability and Diversity (virtual).

Sanderson, K. A. (June, 2020). *Putting the I in IEP: Student participation in IEP meetings*. Presentation scheduled to be delivered at the Presentation delivered at the annual American Association of Intellectual and Developmental Disabilities in Pittsburgh, PA.

(cancelled due to COVID-19).

Sanderson, K. A. (April, 2020). *Informal support received by adults with disabilities.* Presentation scheduled to be delivered at the annual Gatlinburg Conference on Research and Theory in Intellectual and Developmental Disabilities in San Diego, CA (cancelled due to COVID-19).

Sanderson, K. A. (August, 2019). *Getting by with a little help from my friends: Siblings report on the amount of informal support received by adults with disabilities.* Presentation delivered at the International Association for the Scientific Study of Intellectual and Developmental Disabilities in Glasgow, Scotland.

Sanderson, K. A., Burke, M. M. (June, 2019). *The amount of informal support received by adults with disabilities* Presentation delivered at the annual American Association of Intellectual and Developmental Disabilities in Minneapolis, MN.

Sanderson, K. A. (January, 2019). *Examining student participation during IEP meetings.* Poster presented at the annual Council for Exceptional Children – Division of Autism and Developmental Disabilities Conference, Maui, HI.

Goldman, S. M., **Sanderson, K. A.,** Barton, E., & Lloyd, B. P. (January, 2019). *Using home-school communication to decrease off-task behavior for students with ASD.* Poster delivered at the annual Applied Behavior Analysis International Conference, San Diego, CA.

Sanderson, K. A. (November, 2018). *Unheard voices: Examining factors related to student participation during IEP meetings.* Poster presented at the annual TASH Conference, Portland, OR.

Sanderson, K. A. (April, 2018). *Estimating the effect sizes of interventions used to increase student participation during IEP meetings.* Poster presented at the annual Gatlinburg Conference on Research and Theory in Intellectual and Developmental Disabilities in San Diego, CA.

Sanderson, K. A. & Goldman, S. M. (February, 2018). *The effectiveness of interventions used to increase participation at IEP meetings for transition-aged students: A meta-analysis.* Poster presented at the annual Council for Exceptional Children Conference, Tampa, FL.

Sanderson, K. A. (January, 2018). *A systematic review and synthesis of single case studies examining the effectiveness of interventions used to increase IEP participation for transition-aged students.* Poster presented at the annual Council for Exceptional Children – Division on Developmental Disabilities Conference, Clearwater, FL

Sanderson, K. A. & Goldman, S. M. (October, 2017). *The effectiveness of interventions used to increase participation at IEP meetings for transition-aged students: A meta-analysis.* Poster presented at the annual Pacific Rim International Conference on Disability and

Diversity, Honolulu, HI.

Sanderson, K. A. & Goldman, S. M. (June, 2017). *A meta-analysis on the effectiveness of interventions used to increase middle and high school student participation at IEP meetings*. Poster presented at the annual American Association for Intellectual and Developmental Disabilities, Hartford, CT.

Sanderson, K. A., Burke, M. M., Urbano, R. C., Arnold, C., Hodapp, R. M. (March, 2017). *Who Helps? Characteristics and Correlates of Informal Supporters to Adults with Intellectual Disabilities*. Poster presented at the annual Gatlinburg Conference, San Antonio, TX.

Sanderson, K. A., Burke, M. M., Urbano, R. C., Arnold, C., Hodapp, R. M. (January, 2017). *Who Helps? Characteristics and Correlates of Informal Supporters to Adults with Intellectual Disabilities*. Poster presented at the annual Council for Exceptional Children – Division on Developmental Disabilities Conference, Clearwater, FL.

Goldman, S. M., **Sanderson, K. A.**, Barton, E., & Lloyd, B. P. (January, 2017). *Using home-school communication to decrease off-task behavior for students with ASD*. Presentation delivered at the annual Council for Exceptional Children – Division on Developmental Disabilities Conference, Clearwater, FL.

Sanderson, K. A., Burke, M. M., Urbano, R. C., Arnold, C., Hodapp, R. M. (December, 2016). *Who Helps? Characteristics and Correlates of Informal Supporters to Adults with Intellectual Disabilities*. Presentation delivered at the annual TASH conference, St. Louis, MO.

Sanderson, K. A., Burke, M. M., Urbano, R. C., Arnold, C., Hodapp, R. M. (June, 2016). *Who Helps? Characteristics and Correlates of Informal Supporters to Adults with Intellectual Disabilities*. Poster presented at the annual American Association for Intellectual and Developmental Disabilities, Atlanta, GA.

Mello, M. P, Staubitz, J., **Sanderson, K. A.**, & Juarez, A. P. (2015, March). *A Descriptive Study on the Work Experiences of Behavior Support Providers*. Presentation delivered at the annual American Association for Intellectual and Developmental Disabilities, Atlanta, GA.

State & Local Conferences

Sanderson, K. A., Casale, E., & Mello, M. P. (May, 2017). *Preparing, Advocating, and Leading in IEP Meetings*. Presentation delivered at the annual Speech - Language Pathology Conference, Nashville, TN.

Sanderson, K. A., Casale, E., & Mello, M. P. (May, 2017). *Volunteer Advocacy Project: Advocating for Students with Disabilities*. Presentation delivered at the annual Tennessee Disabilities Mega-Conference, Nashville, TN.

Sanderson, K. A., Burke, M. M., Urbano, R. C., Arnold, C., Hodapp, R. M. (September, 2016). *Who Helps? Characteristics and Correlates of Informal Supporters to Adults with Intellectual Disabilities*. Poster presented at the annual Vanderbilt Kennedy Center Science Day, Nashville, TN.

Sanderson, K. A., Mello, M. P., & Goldman, S. (2016, May). *The Volunteer Advocacy Project*. Presentation delivered at the annual Tennessee Disabilities Mega-Conference, Nashville, TN.

Mello, M. P, Staubitz, J., **Sanderson, K. A.**, & Juarez, A. P. (2015, March). *A Descriptive Study on the Work Experiences of Behavior Support Providers*. Presentation delivered at the annual Tennessee Applied Behavior Analysis (TABA), Nashville, TN.

GRANT ACTIVITY

OSEP Training Grant (2019). Project evaluator. This grant funds graduate students earning an advanced degree in Special Education or School Psychology at California State University Long Beach.

Using a Teacher Advocacy Training to Improve Student and Family Outcomes (unfunded). Submitted in August, 2019 to the Research Training Programs in Special Education: Early Career Development and Mentoring competition through the National Center of Special Education Research at the Institute of Education Sciences (RFA#: 84.324B).

Think Beach: An Inclusive Postsecondary Education Program at CSULB (unfunded). Submitted in July, 2020 to the Transition Programs for Students with Intellectual Disabilities competition through the U.S. Department of Education.

UNIVERSITY TEACHING

California State University Long Beach

Instructor

2018-2021 **EDSP 525** – Advocacy and the Educational Context of Disability
EDSP 534 – Collaboration and Transition in Special Education
EDSP 578 - Instructional Methods and Strategies for Individuals with Moderate/Severe Disabilities
EDSP 588 - Advanced Field Study and Seminar: Education Specialist Credential in Moderate/Severe Disabilities
EDP 560 - Functional Behavior Assessment and Positive Behavior Support
EDSP 355B - Collaborative Models of Inclusive Education: Partnerships and Strategies for Teaching All Students in Secondary Schools
UCDP 414: Transition in Special Education

Vanderbilt University
Teaching Assistant

2016 **SPEDS 2120: Issues in Family Intervention**

Vanderbilt University
Instructor

2016 **Independent Living – 4**
 Next Steps postsecondary education program for young adults with intellectual disabilities.

Vanderbilt University

Guest Lecturer

Sanderson, K.A. (2021). *Increasing Student Involvement in IEP Meetings*. St. John's University, New York, NY.

Sanderson, K. A. (2017). *Foundational Concepts of Advocacy*. Volunteer Advocacy Project. Vanderbilt Kennedy Center, Nashville, TN.

Sanderson, K. A. (2017). *Best Practices in Postsecondary Transition Planning for Students with Disabilities*. Volunteer Advocacy Project. Vanderbilt Kennedy Center, Nashville, TN.

Sanderson, K. A. (2017). *Assisting Students to and through Transition*. Volunteer Advocacy Project: On-going training sessions. Vanderbilt University, Nashville, TN.

Sanderson, K. A. (2017). *Advocating for Students with Disabilities*. Tennessee Disability Council: Community Advisory Council. Nashville, TN.

Sanderson, K. A. (2017). *The Postsecondary Transition Process for Students with Disabilities and Their Families*. Family Intervention, Undergraduate class. Vanderbilt University, Nashville, TN.

Sanderson, K. A. (2015). *Universal Precautions in Special Education*. Characteristics of students with severe and multiple disabilities, Undergraduate class. Vanderbilt University, Nashville, TN.

SERVICE

2020 - **University Curriculum and Educational Policies Council**
California State University, Long Beach

University committee member; Review university-level changes in curriculum and educational policies

- 2020 - Curriculum Committee
California State University, Long Beach**
ASEC Department committee member; Responsible for reviewing and approving department level changes in curriculum
- 2020 - Department (ASEC) Advisory Council
California State University, Long Beach**
Plan and organize monthly department meetings; Select topics and lead faculty discussions
- 2019 - 2020 Nominations and Elections Committee
California State University, Long Beach**
College of Education committee member; Responsible for filling vacant college committee positions
- 2019 - 2021 University Grade Appeal Committee
California State University, Long Beach**
University committee member; Review individual student grade appeals to determine if student received appropriate grade.
Committee Chair, 2020-2021
- 2018 – Research Mentor
California State University, Long Beach**
Mentor graduate students in quantitative research activities.
- 2018 - 2020 College of Education Committee on Inclusion
California State University, Long Beach**
Regularly met with faculty and Deans from the College of Education (CED) to create an action plan to fully include diverse students in the CED and prepare future teachers to meet the needs of diverse students in public education classrooms.
- 2015 – 2018 Volunteer Advocacy Project (co-coordinator)
Vanderbilt Kennedy Center, Nashville, TN**
Coordinated a 12 week (36 hour) training each fall on disability advocacy for participants across the state of Tennessee
- 2015 - 2018 Next Chapter Book Club
Vanderbilt University, Nashville, TN**
Facilitated a weekly book club meeting for young adults with intellectual disabilities.
- 2016 – 2017 Volunteer Advocacy Project: Advocacy Hotline
Vanderbilt University, Nashville, TN**
Counsel and connect families of children with disabilities across the state of Tennessee with trained advocates.

- 2016 Behavior Analysis Clinic**
Vanderbilt University, Nashville, TN
Summer internship working with children with severe problem behavior. Conducted functional behavior assessments and implemented function-based behavior intervention plans.
- 2016 Fieldwork Supervision**
Vanderbilt University, Nashville, TN
Served as university supervisor of Master's level students completing practicum experiences in the public-school setting.

HONORS AND AWARDS

- 2020 Student and Early Professional Award – Gerontology Interest Group**
American Association Intellectual and Developmental Disabilities
- 2016 Student and Early Professional Award – Families Interest Group**
American Association Intellectual and Developmental Disabilities
- 2016 Chancellors Doctoral Incentive Program Travel Grant Awardee**
- 2015 Vanderbilt University, Doctoral Training Grant Recipient**
- 2015 Chancellors Doctoral Incentive Program (CDIP) Awardee**
- 2015 Peabody Graduate Honor Scholarship, Vanderbilt University**
- 2015 Peabody Dean's Fellowship, Vanderbilt University**
- 2015 California Council for Exceptional Children Student Scholarship**
- 2014 William J. Bubala Scholarship**
California State University at Long Beach, College of Education

PROFESSIONAL MEMBERSHIPS

Council for Exceptional Children (CEC)

TASH

American Association on Intellectual and Developmental Disabilities (AAIDD)