

CURRICULUM VITAE

SARAH FLOTTE, Ph.D., BCBA-D

CONTACT INFORMATION

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EDUCATION

Ph.D University of Nevada, Las Vegas, Las Vegas, Nevada, Special Education: Focus in Applied Behavior Analysis (ABA), Autism Spectrum Disorders (ASD), and Early Childhood Special Education (ECSE). 2020.

M.Ed. University of Nevada, Las Vegas, Las Vegas, Nevada, Special Education, Focus in Autism and Intellectual Disabilities. 2015.

B.S. University of Nevada, Las Vegas, Nevada, Special Education. 2013.

Additional Certifications, Honors, and Awards

May 2024	Board Certified Behavior Analyst-Doctoral (BCBA-D) Certification approved – credential renewed every two years.
Spring 2023	Trailblazer Award from TAMUSA Office of Family Engagement
July 2019*	Licensure of a Behavior Analyst (LBA) provided for supervision of Registered Behavior Technicians (RBTs) and practicing applied behavior analysis (ABA) in the state of Nevada after passing of state exam. Credential earned on July 31, 2019.
February 2019*	8 Hour Supervision Training Course through Consultants for Children Inc. for BACB approved supervision curricula Initial credential earned February 8, 2019. 3 hours of continuing education credits in said area to be maintained every two years.
June 2018*	Initial credential of Board-Certified Behavior Analyst (BCBA) Credential earned June 23, 2018. Certification renewed to BCBA-D in 2021 and to be renewed every two years.
December 2015*	Registered Behavior Technician (RBT) Working under supervision of BCBA (Board Certified Behavior Analyst for children with autism/challenging behaviors for children ages two through sixteen

*Prior to initial appointment, but applicable to through line of career, teaching, and research experience

ACADEMIC AND PROFESSIONAL EXPERIENCE

Higher Education

2020 – Present	Texas A&M University – San Antonio Assistant Professor of Special Education
2019 – 2020	University of Nevada, Las Vegas Graduate Assistant – Department of Early Childhood, Multilingual, and Special Education

Teaching

Texas A&M University, San Antonio

Undergraduate Courses

EDSE 3345 – Survey of the Exceptional Learner
EDSE 3346** – Development of the Exceptional Individual
EDSE 3346 Revised** – Low Incidence Populations
EDSE 3347 – Behavior Management for Exceptional Individuals
EDSE 3348 – Intervention and Technology in Special Education
EDSE 4346 – Assessment of the Exceptional Individual

Graduate Courses

EDSE 5321 – Accommodations for Diverse Populations in Classrooms
EDSE 5322 – Educational Tests & Measurements of the Exceptional Learner
EDSE 5324 – Design Instruction and Behavioral Programming for Special Populations
EDSE 5325 – Teaching Students with Low Incidence Disabilities *Independent Study*
EDSE 5353** – Autism and Related Disorders
EDSE 5352** – Language of the Exceptional Child
EDSE 5351** – Advanced Behavior Analysis and Interventions
EDSE 5355 – Assessment and Educational Procedures for Low Incidence Populations

Course Development

EDSE 3346 **– Development of the Exceptional Learner
EDSE 3346 Revised** – Low Incidence Populations
EDSE 3349** – Communication and Language Development of the Exceptional Learner
EDSE 5324** – Design Instruction and Behavioral Programming for Special Populations
EDSE 6340* – Low Incidence Disabilities and Communication Needs
Degree Plan Alignment of Newly Developed TEA Standards

*Doctoral course for Educational Leadership Degree Plan

**Denotes lead instructor for course

University of Nevada, Las Vegas

*Prior to initial appointment but contributes to overall expertise in course development and design related to special education and applied behavior analysis topics

Graduate Courses

ESP 762: Ethical Considerations for Persons with Disabilities

ESP 715: Communication Programming for Persons with Severe Disabilities

ESP 704: Adaptive Curricular Programming for Persons with Intellectual Disabilities

Board Certified Behavior Analyst Experience

Providing support and training to Registered Behavior Technicians (RBTs), providing parent training, assessing clients, and writing treatment plans and developing programming and behavior intervention plans based on assessment.

2019 – 2020	Proud Moments Applied Behavior Analysis
2018 – 2020	Sport Social

Registered Behavior Technician Experience

2008 – 2019	The Lovaas Center
2011 – 2016	Grant A Gift Autism Foundation

K-12 Teaching Experience

2015 – 2019	Intermediate Self-Contained Autism Unit
2015 – 2016	Primary Self-Contained Autism Unit
2013 – 2015	Resource (Generalist)

Supervisory Experience

2019 – 2021	Supervision of two RBT's seeking certification as a Board-Certified Behavior Analyst (BCBA)
2019 – 2020	Supervisor of five registered behavior technicians (RBTs) at Proud Moments ABA for supervision percentage according to requirements set forth by the board and state
2018 – 2020	Supervisor of thirteen registered behavior technicians (RBTs) at Sport Social for supervision percentage
2016 - 2019	Supervise pre-service alternate route to licensure (ARL) student in autism program – provided twenty days of gradual release support with teaching, functional behavior assessment development, lesson planning, assessments, and development of IEPS

Teaching Professional Lectures and Professional Development

Spring 2025	Katz, S. & Watts, G. (May 16, 2025). Antecedent, Behavior, and Consequence Booster Training. Young Jaguars Program – Texas A&M University-San Antonio. San Antonio, Texas.
Fall 2024	Katz, S. & Watts, G. (October 31, 2024). Antecedent, Behavior, and Consequence Foundational Training. Young Jaguars Program – Texas A&M University-San Antonio. San Antonio, Texas.
Fall 2023	Katz, S., Scott, L., & Guerra, J. (October 6, 2023). Presentation for Serving Special Populations for pre-service COEHD teaching candidates.
August 2021	Katz, S. & Tejeda, A. (August 4, 2021). Edgewood ISD Professional Development: Universal Design for Learning, Lesson Planning, and Classroom implementation.

Campus Wide Professional Development and Trainings

Fall 2023 – Spring 2024	ACUE Course Completion of Effective Teaching Practice Framework
Spring 2021	Faculty Immersion Program Completion through Office of the Provost for academic excellence
Fall 2020 – Spring 2021	Faculty Success Program Completion through NCFDD
Fall 2020	Completion of Quality Matters Programming <ul style="list-style-type: none">- Applying the QM Rubric, 6th Edition- Designing Your Own Course (DYOC)

RESEARCH

**Denotes scholarship with a student*

Peer-Reviewed Publications

Katz, S., More, C., & Baker, J. N. (2022). Using embedded trials and systematic prompting to promote tacted and intraverbal responses for students with developmental disabilities. *Education and Training in Autism and Developmental Disabilities*, 57(1), 104–118.

Matute-Chavarria, M., Cuba, M. J., Lavin, C. E., **Katz, S.**, Brown, M. R., & Aborishade, A. P. (2023). Using technology to coach CLD families in the BIP process: Embedding funds of knowledge. *Journal of Special Education Technology*, 38(1), 6–14.
<https://doi.org/10.1177/01626434221139213>

Baker, J. N., Stanger, C., **Katz-Flotte, S.**, & Garza, T. (2022). A pilot investigation of a job development app with transition teachers and job coaches. *Journal of Special Education Technology*, 38(2). <https://doi.org/10.1177/01626434221113852>

Katz, S. (2021). Utilizing GoogleMeets™ to implement prompting strategies during instruction for students with autism spectrum disorder. *Journal of Special Education Technology*, 36(2), 113–117. <https://doi.org/10.1177/0162643421992702>

More, C., Saunders, J., Fuqua, A., Katz, S., Jasa, S., & Antill, K. (2019). Autism and young children: Painting a picture for Nevada. *Policy Issues in Nevada Education*, 3(1).

Publications in Review

Katz, S., Matute-Chavarria, M., Moreno, Y., Feeney, D., and Cannon, H. (2025). Supporting Students with Autism Spectrum Disorder in Virtual Post-Secondary Settings. *Intervention, School, and Clinic*.

*Resubmission in April 2025.

Katz, S. (2025). Addressing Transition Skills in Elementary Years for Individuals with Spectrum Disorder. *Teaching Exceptional Children*.

*Resubmission in June 2025.

Publications in Preparation

Katz, S. (2025). Ethical Consideration for Continuum of Services for Individuals with Autism Spectrum Disorder. *DADD Express*.

***Katz, S.** Watts, G., & Alzubi, B. (2025). Effects of Behavioral Training on Teacher Self-Efficacy in a Campus Childcare Setting. *Childcare in Practice*.

FUNDING

Funded

***Katz, S., Watts, G., (2024).** *Effects of Behavioral Intervention Training Packages on Teacher Self-Efficacy of Behavior Management*. Research Council Grant – Texas A&M University – San Antonio. Requested amount: \$9,696 total, **Funded April 2024**.

Jozwiak, M. M. (PI), Garcia-Alvarado, S (Co-PI), Janysek, M. (Evaluator), O'Brien, C.(Co-PI), & Watts, G (Co-PI). (2022). Campus childcare as resource enhancing student-parent success: Campus CARES. Department of Education, Office of Post-Secondary Education C-CAMPIS. \$437,482.66/year: \$1,750,000 total, **Funded September 2022**.

Added Personnel

- Hatice Inan, Co-PI (10/01/2022)

- **Sarah Flotte, Co-PI (01/01/2023)**
- Maria Acevedo-Aquino, Co-PI (01/01/2023)

Katz, S. Severe Disabilities Summer Institute. July 11 and 12, 2019. Training attended to obtain external curriculum for research purposes. *Read and Tell Attainment Curriculum* (Best & Slater, 2017). Value of \$700 – **Funded Spring 2019.**

Unfunded

Katz, S., Watts, G., (2021). *Effects of Behavioral Momentum Intervention on Teacher Redirections and Classroom On-Task Behavior.* Research Council Grant – Texas A&M University – San Antonio. \$9,991 total, **Unfunded.**

Garfield, T., & Hogan, A. (PIs). Espinoza, K., **Katz, S.,** & de La Cruz, B. (co-PIs). Kearney, W. (Contributor). (2021). *Learning Emotional Adaptation skills to Propel SWISDs Student Success: LEAPS³.* Proposed period (2022-2026). Research to Accelerate Pandemic Recovery in Special Education Assistance Listing Number (ALN) 84.324X-2. Requested amount \$2,817,480.03 (Submitted to Dept of Ed 9-7-2021) – **Unfunded.**

Katz, S. I. (2018). *Chapter Chats.* Written for Initial Careers Awards (CFDA No. 84.324N) as part of ESP 789 under Dr. Kyle Higgins. Value of \$225,000 – **Unfunded.**

Research Awards

Katz, S., (2024). CATIE – Comprehensive Programs for Adaptive Interventions Training in Education. *Institute for Social Research – University of Michigan.* Fellowship – **Funded January 2024.**

Technical Reports

2024	Katz, S. (2024). Constitution, Bylaws, and Standing Rules revisions for the Faculty Senate of Texas A&M University – San Antonio.
2023	Lopez, E., Watts, G., Davis, M., Garfield, T.A., Katz, S.F., Tejeda, A. (2023). Special education undergraduate program review.
2022	Katz, S. F. & Garfield, T.A. (2022). Special education graduate program review. Submitted to the Texas Higher Education Coordinating Board.

Non-refereed Scholarly Activity

2019	Participation on data collection team leading focus groups for alternative route to licensure (ARL) educators in the local school district to recruit feedback on their educational early career work
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Summer 2017 Participation on data collection team coding videos of teachers of English learners. Twenty videos were watched per week and coded based on use of evidence-based strategies for English learners.

PROFESSIONAL PRESENTATIONS

Peer Reviewed Presentations

November 20, 2025 Watts, G. W., & **Katz, S.** (2025). *Behavioral training effects on teacher self-efficacy in a campus-based childcare setting*. Proposal submitted to Teacher Educators for Children with Behavior Disorders Conference 2025 (November 20-21, 2025, Tempe, AZ).
*Pending Review

November 10, 2025 Watts, G. W., & **Katz, S.** (2025). *Behavioral training effects on teacher self-efficacy in a campus-based childcare setting*. Proposal submitted to 18th Annual International Conference of Education, Research and Innovation (November 10-12, 2025, Seville, Spain).
*Pending Review

November 13, 2025 Watts, G. W., & **Katz, S.** (2025). *Behavioral training effects on teacher self-efficacy in a campus-based childcare setting*. Proposal submitted to The Bright Start International Conference on Early Childhood 2025 (November 13-15, 2025).

October 7, 2025 **Katz, S.**, Watts, G., Alzubi, B. (2025, October 7-10). *Campus childcare: Behavioral training and teacher self-efficacy* [Poster Presentation]. Division of Early Childhood 41st Annual International Conference, Portland, OR, United States.

March 19, 2024 **Katz, S.** (2024, March 18–20). *Teaching verbal behavior in the context of reading instruction* [Poster presentation]. Applied Behavior Analysis Autism Conference, Las Vegas, NV.

May 26, 2023 **Katz, S.**, De la Cruz, B., & Pinczynski, M. (2023, May 26). *Teaching verbal behavior in the context of reading instruction* [Workshop presentation, cancelled]. Applied Behavior Analysis International Convention, Denver, CO.
*Not enough participants for completion of workshop

February 12, 2021 **Katz, S.**, & De la Cruz, B. (2021, February 11–13). *Application of behavior modification in school disciplinary procedures* [Poster presentation]. TxABA (Texas Association for Behavior Analysis) Annual Conference (Virtual).

Prior to Current Appointment

- November 22, 2019 **Katz, S.** (2019, November 20–23). *A review of evidence-based practices for students with autism with nonverbal means of communication* [Poster presentation]. National Association for the Education of Young Children (NAEYC) Annual Conference, Nashville, TN.
- June 4, 2019 **Katz, S.** (2019, June 2–5). *Transition planning: A collaborative method for students transitioning to kindergarten* [Conference session]. National Association for the Education of Young Children (NAEYC) Annual Professional Learning Institute, Long Beach, CA.
- April 8, 2019 Spies, T., Bengochea, A., Pollard-Durodola, S. D., Xu, Y., Carcoba Falomir, G. A., & **Katz, S.** (2019, April 5–9). *Academic language and literacy instruction for English learners in rural communities: A convergent mixed-methods study* [Roundtable presentation]. American Educational Research Association Annual Meeting, Toronto, Canada.
- November 8, 2018 **Katz, S.** (2018, November 6–9). *Collaboration between behavioral agencies and school district professionals* [Poster presentation]. 41st Annual Meeting of the Teacher Education Division, Council for Exceptional Children, Las Vegas, NV.
- October 5, 2017 **Katz, S.** (2017, October 4–6). *Transition from early childhood special education to kindergarten for students with autism* [Poster presentation]. 33rd Annual Meeting, Division for Early Childhood, Council for Exceptional Children, Portland, OR.
- December 2, 2015 Baker, J. N., Chadwick, B., Fisher, M., Harsen, B., **Katz, S.**, Kersenbock, B., Kim, J., Meza, D., More, C. M., & Torres, J. (2015, December 2–4). *Evidence-based practices in action: Perspectives from teachers in the field* [Poster presentation]. TASH Conference, Portland, OR.

Invited Professional Presentations

- May 31, 2021 De la Cruz, B., Kunze, M., **Katz, S.**, & Castenada, L. (2021, May 31). *Behavior analysts in early childhood special education: Challenges in promoting parent participation and team collaboration* [Panel presentation]. Association for Behavior Analysis International (ABAI).

May 19, 2021	Katz, S. (2021, May 19). <i>The roles of schools in promoting child health for students with exceptionalities</i> [Invited talk]. University of Michigan (Virtual).
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Prior to Current Appointment

October 28, 2019	Wennerlind, K. R., & Katz, S. (2019, October 28). <i>Characteristics of students with intellectual and developmental disabilities</i> [Guest lecture]. International Innovations Charter School.
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March 10, 2019	Katz, S. (2019, March 10). <i>Developing single-subject design proposals for graduate students in autism and BCBA master's program</i> [Workshop]. University of Nevada, Las Vegas.
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May 2, 2019	Katz, S. (2019, May 2). <i>Laws and functions of behavior in general education settings</i> [Training session]. Clark County School District.
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Invited Non-refereed Panels

April 25, 2025	Katz, S. (2025, April 25). RISE Panel. Research Symposium – Research Council Grant Recipient Faculty Panel. Texas A&M University-San Antonio.
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Fall 2020 – Spring 2022	Katz., S. New Student Transfer Student Orientation Panel to discuss special education program and career expectations. *One presentation per semester.
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SERVICE AND PROFESSIONAL AFFILIATIONS

University Service

Fall 2024 – Present	Faculty Senate Elections Committee Member
Fall 2024 – Present	Member of Faculty Senate Workload Taskforce
Fall 2024 – Present	Faculty Policies, Procedures, and Advocacy Committee Chair*
Spring 2021 – Present	Faculty Senator for College of Education/Human Development
Fall 2023 – Spring 2024	Faculty Senate Bylaws and Constitution Committee Chair*
Summer 2023 – Spring 2024	Faculty Senate Executive Committee Parliamentarian*
Spring 2023 – Spring 2024	Faculty Senate Elections Committee Chair*

Fall 2022 – Spring 2024 Faculty Senate Bylaws and Constitution Committee Member

Spring 2023 – Fall 2023 Undergraduate Curriculum **Committee Chair***

Fall 2021 – Spring 2023 Graduate Council Representative through Faculty Senate

*Indicates a chair/leadership role or a higher requirement of weekly service

Fall 2020 – Fall 2022 Council for Exceptional Children (CEC) Student Chapter Advisor

College Service

Fall 2024 – Present College Curriculum Committee Member

Fall 2024 – Present COEHD Core Curriculum Representative

Fall 2024 – Spring 2025 Hiring Committee member for Faculty Line for Applied Behavior Analysis program in COEHD

Spring 2024 Hiring Committee for Mobile Unit Behavior Analyst for University Institute for Autism and Related Disorder

Spring 2021 – Present Advisory Board Member for ABA University Board

Fall 2021 – Fall 2023 BranchEd Committee Representative

Fall 2020 – Spring 2022 New Student Orientation/Preview Day Committee Member

Fall 2021 – Spring 2022 EdTPA Committee Representative

Program Service

Spring 2023 – Present Agenda and Minutes Coordinator for EDSE

Fall 2020 – Present IEP/IER Committee Member

National Service

Spring 2025 Review conference proposals for Teacher Education Division (TED) conference to take place in Fall 2025

May 2023 – Present Invitation to review manuscript submission for Journal of Special Education Technology and Teaching Exceptional Children

May 2021 - Present Scholarship Reviewer for Intervention, School, and Clinic for a three-year term, renewed for a second term

July 2021	Reviewer of AERA 2022 Proposals for teacher divisions and special interest groups (SIG)
Fall 2019	Contributions to Division of Early Childhood (DEC) Graduate Student blog on special interest topics
March 2019	Reviewed presentation proposals for the 2019 DEC Annual International Conference on Young Children with Special Needs

Service to Community and Students

Summer 2024 – 2025	Mentorship of Education and Leadership Preparation Department graduate student research
Fall 2020	Alamo City Behavior Analyst (ACBA) committee member for local networking and professional development of community practitioners
December 2020	Judge fair for John Jay Science & Engineering High School Research Fair

Professional Memberships

2016 - Present	Council for Exception Children (CEC) Division of Early Childhood (DEC) Division of Autism and Developmental Disabilities (DADD) Applied Behavior Analysis International (ABAI)
2019 – 2022	National Association for the Education of Young Children (NAEYC)
2017 – 2021	Journal of Applied Behavior Analysis (JABA)
2018 – 2022	American Educational Research Association (AERA) Journal of Early Intervention