

Come join Vanderbilt University (VU) & University of Maryland (UMD) for a fully-funded PhD program in special education in Fall 2025!

Our Office of Special Education Programs (OSEP)-funded training grant will prepare future leaders in special education with expertise in increasing the capacity of teachers and instructional leaders with knowledge and skills about ways to increase the adoption, implementation, and sustainability of EBPs, within complex systems, to support outcomes of high-needs children with disabilities and their families.

Scholars in the program will develop expertise in a range of areas, including:

- Rigorous **research methods** and content area expertise
- Mastery of theoretical understanding of models of **implementation, sustainability, and cultural adaptations** of these models
- Knowledge and understanding of **research practice partnerships**
- Expertise in integration of **evidence-based practices (EBP)** and sustainability into special education **teacher preparation**
- Applied research in implementation experiences through **field-based research, practicum supervision, and internships**
- Expertise in actively supporting **diversity in school systems** in high-needs communities
- Expertise in actively **collaborating with and engaging families** to promote partnerships, the individual needs of children and families, and the implementation of EBPs
- The ability to synthesize and disseminate findings effectively to a **variety of stakeholders**

Students will participate in:

- Coursework at VU and UMD
- Content-specific seminars on implementation, teacher recruitment and retention, and family engagement
- Implementation and sustainability-focused internships
- Applied school-based research experiences
- Monthly project seminars that actively integrates all aspects of the training program.

The program will provide the following additional resources to the scholars

- Junior faculty mentoring network
- Summer intensive workshops focusing on professional development, research methods, and content areas
- Cross-site collaboration opportunities between VU and UMD
- Internships in the DC and nearby areas
- Support to complete dissertation research and travel and present at national and international conferences

Apply by December 1

E-mail Dr. Jason Chow at jason.chow@vanderbilt.edu or Dr. Jade Wexler at jawexler@umd.edu for any questions about each program.

[Application link for VU](#)

[Application link for UMD](#)

Preparing Leaders with Expertise Promoting the Uptake, Implementation, and Sustainability of Evidence-Based Practices in Special Education



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[Application link for VU](#)

[Application link for UMD](#)

Join us!



Nashville, TN



College Park, MD/
Washington, DC



Core Faculty



Jason Chow | Project Director, Associate Professor, Vanderbilt University

Research foci: Language, social, and behavioral development; identifying and developing interventions to support educators, children, and families, implementation and sustainability of EBPs, supporting juvenile justice and community systems and settings, research synthesis methods and meta-analysis



Jade Wexler | Professor, University of Maryland

Research foci: adolescents with reading difficulties and disabilities, multi-tiered systems of support; professional development, intervention research, translational science



Jennifer Ledford | Associate Professor, Vanderbilt University

Research foci: single case design; systematic instruction in early childhood classrooms; increasing use of developmentally appropriate practices by providers of applied behavior analytic (ABA) services; peer mediated intervention



Veronica Kang | Assistant Professor, University of Maryland

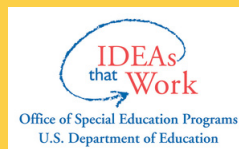
Research foci: autism; family engagement; parent/sibling coaching; home- and community-based practices; language and social communication; cultural adaptation and diversity



Kristen Granger | Assistant Professor, Vanderbilt University

Research foci: students with and at risk for emotional/behavioral disorders (EBD); research-practice partnerships to support positive developmental trajectories for these students

**Check out the profile pages for each person listed above &
e-mail us regarding questions about ongoing and
upcoming research and scholarly activities!**



Award #H325D240048