Apprenticeship in Special Education Intervention Research (ASPIRE)

Funding Opportunities for Doctoral Training in Special Education

www.education.pitt.edu

The Special Education Program within the Department of Instruction and Learning has a strong history of preparing doctoral students for research and leadership positions in the field. The program is the recipient of a leadership training grant from the Office of Special Education Programs which provides support for full-time doctoral study. As an ASPIRE fellow, you will complete a core of required coursework, a research apprenticeship, a leadership internship, and additional competencies aimed at preparing you to conduct high quality intervention research in special education. Benefits of the program include full tuition, a monthly stipend, funds to support conference travel, a computer, and access to funding to support your research.

The application deadline is March 1st. Applications will be considered as they are received. Requirements include: full time study, 3 years of special education teaching experience (or equivalent), a master’s degree in special education (or related field), and U.S. citizenship or permanent U.S. residency. Funded students will be required to meet service obligation requirements set forth by the Individuals with Disabilities Education Act. Women, minorities and individuals with disabilities are strongly encouraged to apply.

For additional information, please contact Chris Lemons at lemons@pitt.edu.

Graduate Faculty in Special Education and Areas of Research Interest

For additional information, see http://www.education.pitt.edu/people/

Naomi Zigmond, Ph.D., Northwestern University
Effective service delivery models for students with learning disabilities in elementary and secondary schools, co-teaching, response to intervention in under-resourced elementary schools, alternate assessments of reading and mathematics for students with significant cognitive disabilities.

Louise Kaczmarek, Ph.D., University of Rochester
Experiences and beliefs of parents of children with autism in Mexico, the early social-communicative behaviors of children with autism, and the preparation of early interventionists to serve the needs of young children with autism and their families.

Christopher J. Lemons, Ph.D., Vanderbilt University
Reading interventions for students with intellectual disabilities and students nonresponsive to evidence based reading instruction, response to intervention, modeling of individual differences in reading growth, progress monitoring and assessment.

Steven R. Lyon, Ph.D., University of Wisconsin-Madison
Development of school, transition, employment and other community-based services and supports for children, youth and adults with significant cognitive disabilities. Development, evaluation and validation of assessment and instructional practices in science education for students with significant cognitive disabilities.

George J. Zimmerman, Ph.D., Vanderbilt University
Education or rehabilitation of individuals who are blind or visually impaired. Research interests in acquisition of large-scale spatial understanding using technology for orientation and mobility, as well as studying current practices in personnel preparation in the field of blindness.

Douglas E. Kostewicz, Ph.D., The Pennsylvania State University
Academic interventions for students with learning and behavior disabilities, classroom-based interventions for students with emotional disorders, applied behavior analysis, precision teaching, and fluency-based interventions.