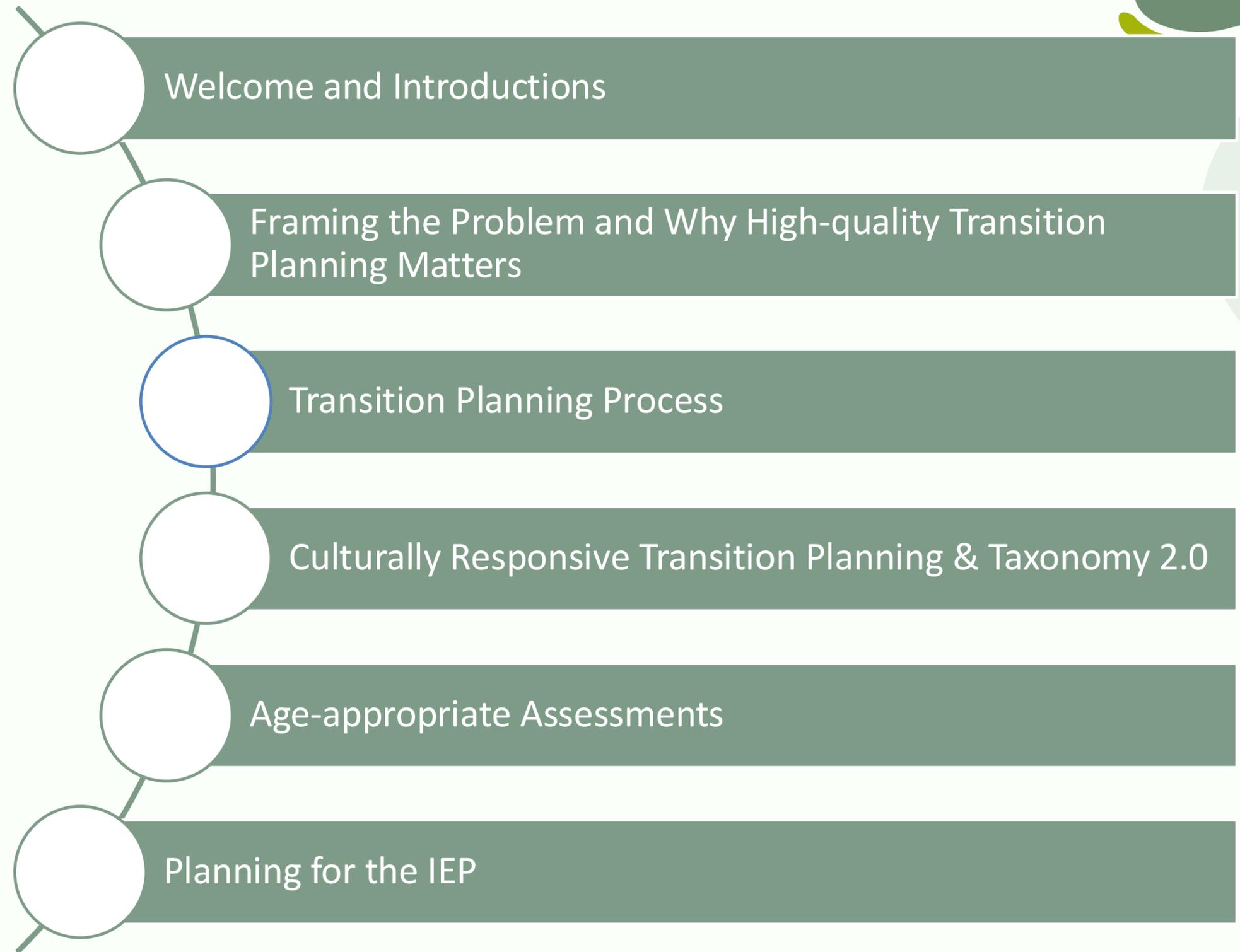


...

Preparing for the Future: A Wholistic Approach to Post-secondary Transition Planning

Deidre Gilley, PhD

Agenda





Welcome and Introductions

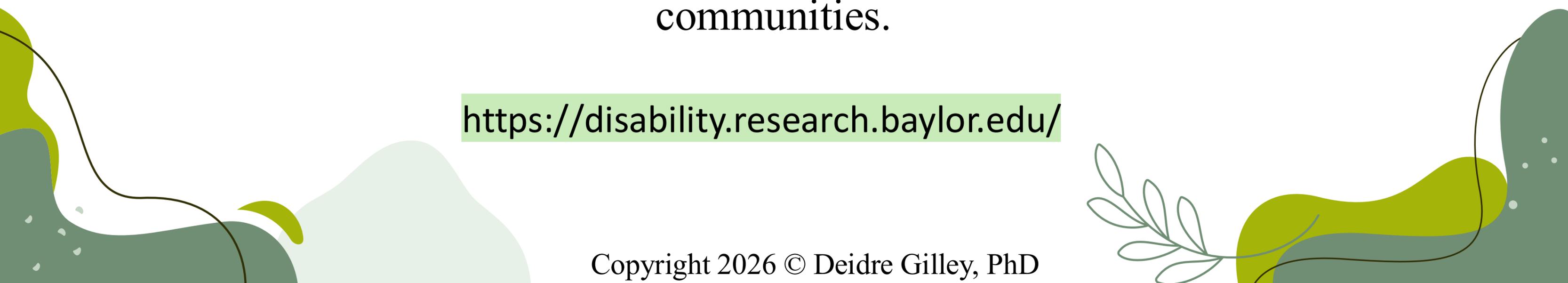
Introduction



Deidre Gilley, PhD

Assistant Professor of Special Education
Department of Educational Psychology
Baylor University

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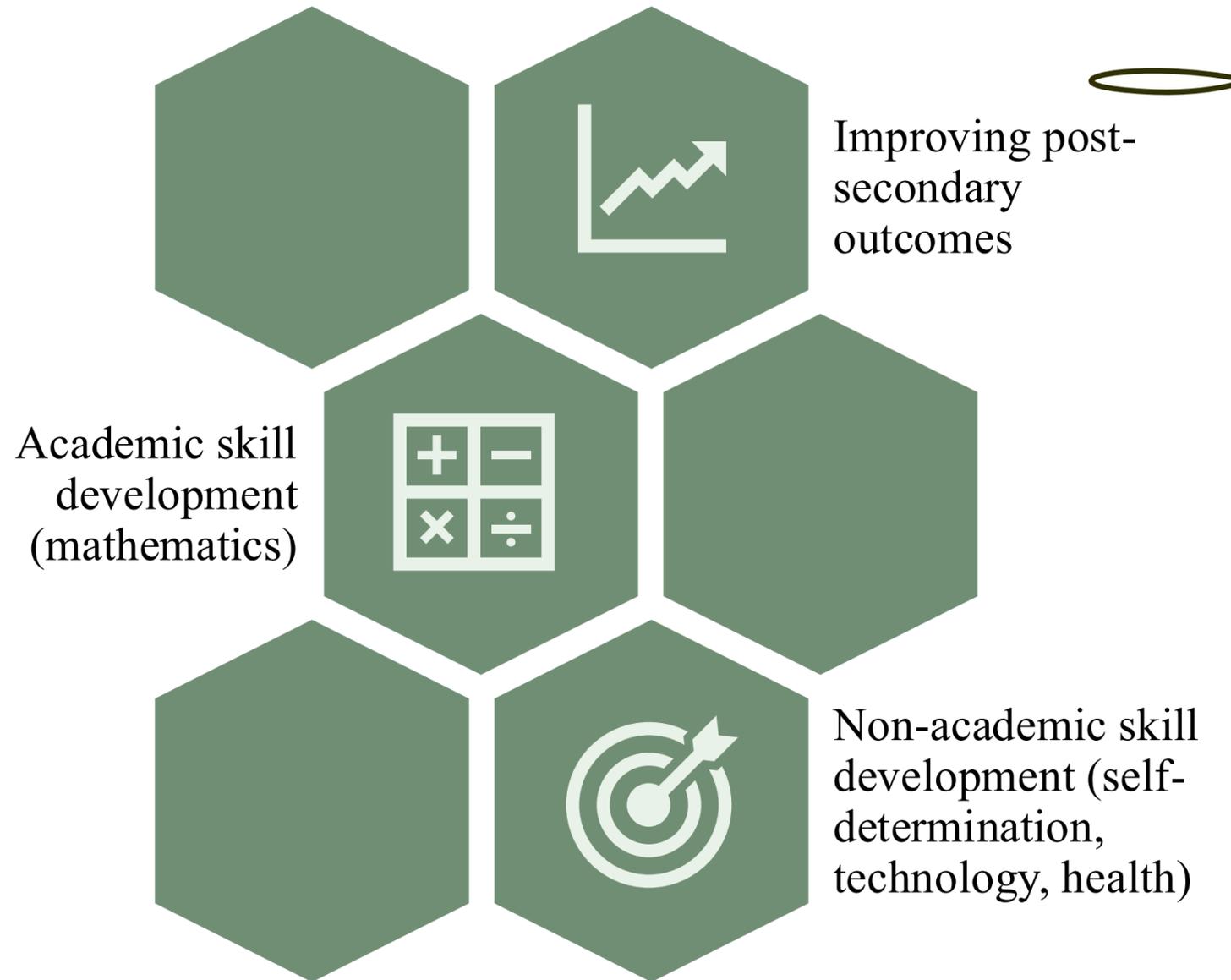


Baylor Center for Disability and Flourishing

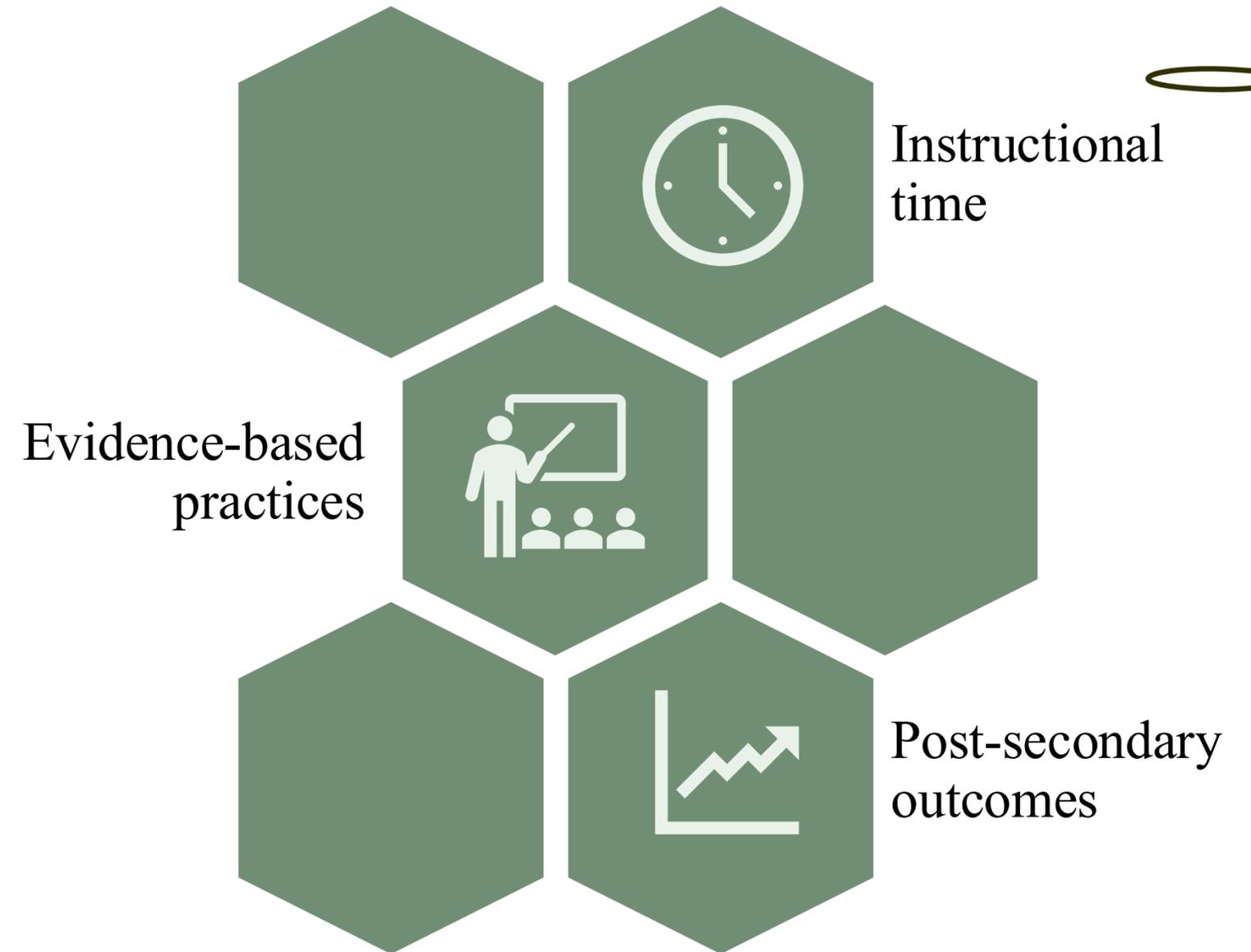
People with disabilities and their families have the opportunities, supports, services, and relationships needed to thrive in *all aspects* of their lives and communities.

<https://disability.research.baylor.edu/>

Introduction



Introduction



Introduction



Madrid, Spain

English Teacher, Special Education
Consultant, and Transition Teacher
Students with high incidence
disabilities



Knoxville, Tennessee

Self-contained Special Education
Teacher
Students with low incidence
disabilities



Tallahassee, Florida

Transition Program Teacher and
Director
Students of all disabilities

Introduction



Introduction



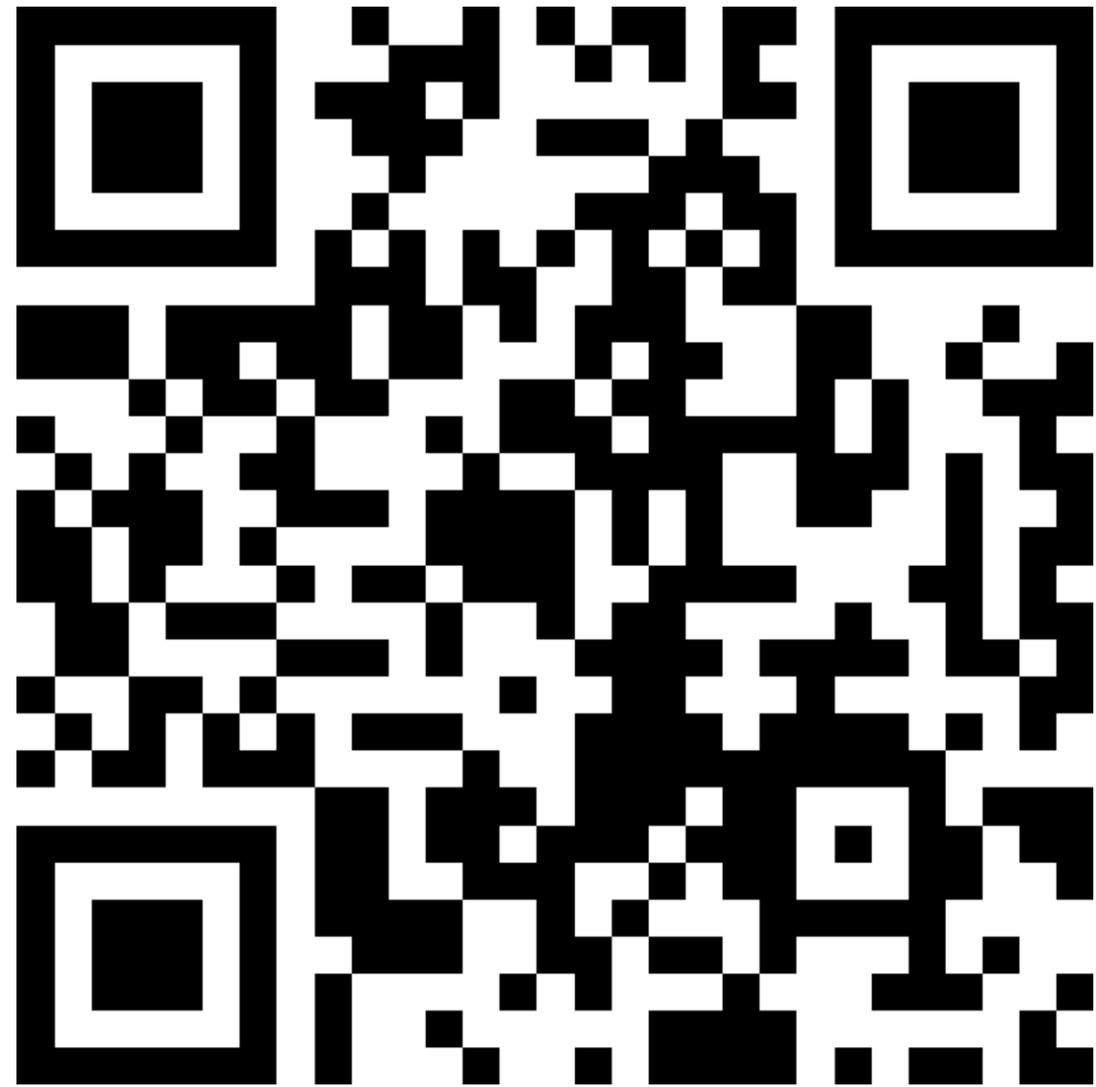
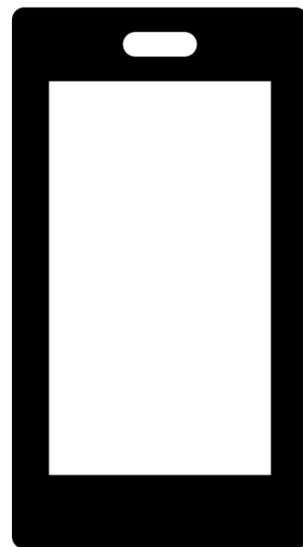
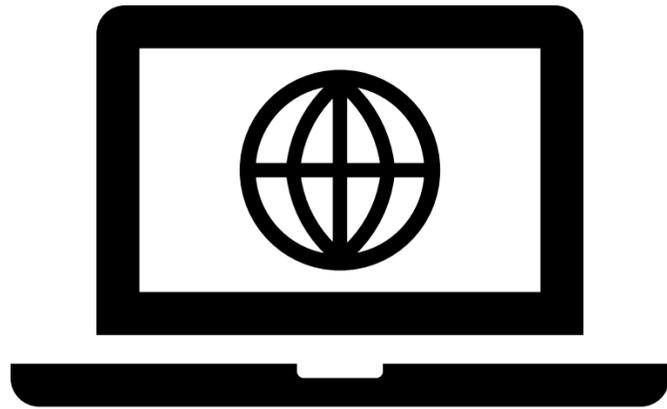


Council for
Exceptional
Children



Dr. Tracy Sinclair	Dr. Kerri Shogren	Dr. Allison Lombardi	Dr. Catherine Fowler	Dr. Michael Wehmeyer
Dr. James Sinclair	Dr. Stacie Dojonovic	Dr. Carly Gilson	Dr. Erik Carter	Dr. Dawn Rowe
Dr. Val Mazzotti	Dr. David Test	Dr. Bree Jimenez	Dr. Jason Travers	Dr. Lynn Stansberry Brusnahan
Dr. Mel Grigal	Dr. Debra Hart	Dr. Diane Browder	Dr. Fred Spooner	AND MORE!

Interactive Session: SLI.DO



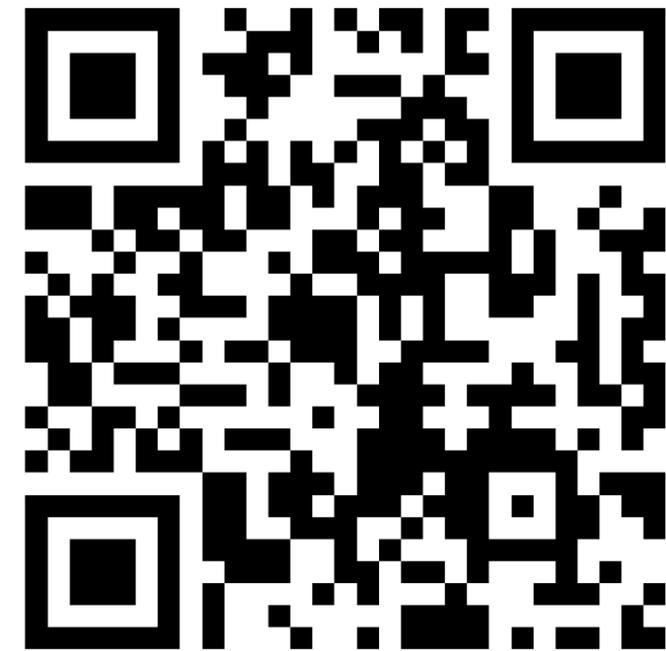
<https://tinyurl.com/Gilleytransition101>



SLI.DO #1



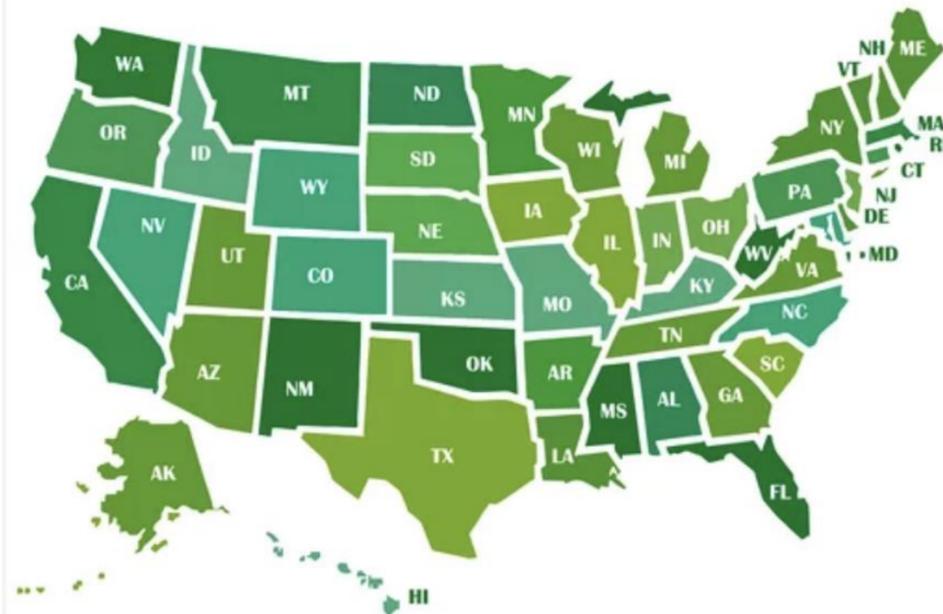
**Who is in the
audience?**



<https://tinyurl.com/Gilleytransition101>



SLI.DO #2



**What state are you
attending from?**



<https://tinyurl.com/Gilleytransition101>



Why Transition Planning Matters



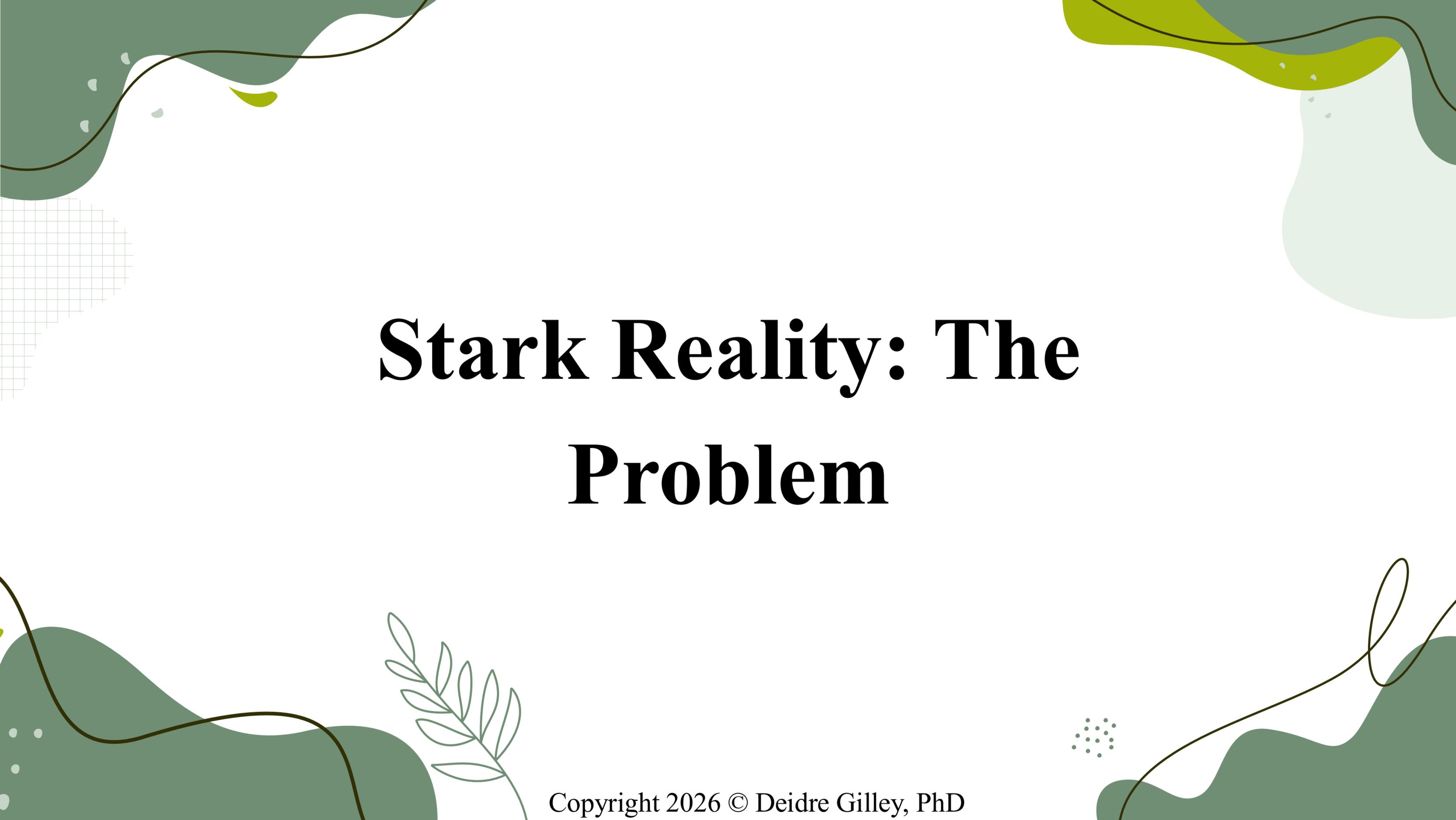
SLI.DO #3



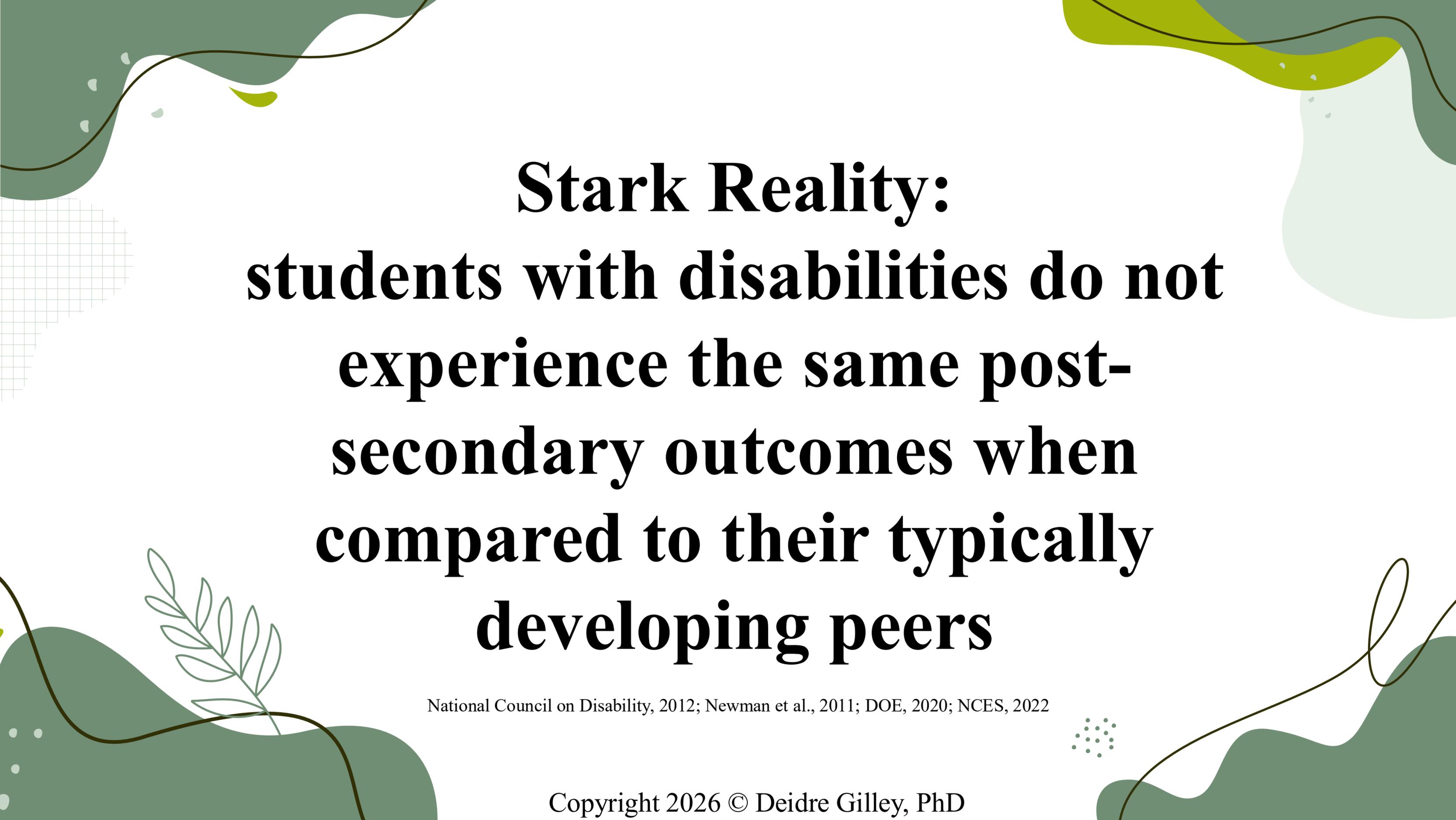
What is the purpose of transition planning?



<https://tinyurl.com/Gilleytransition101>



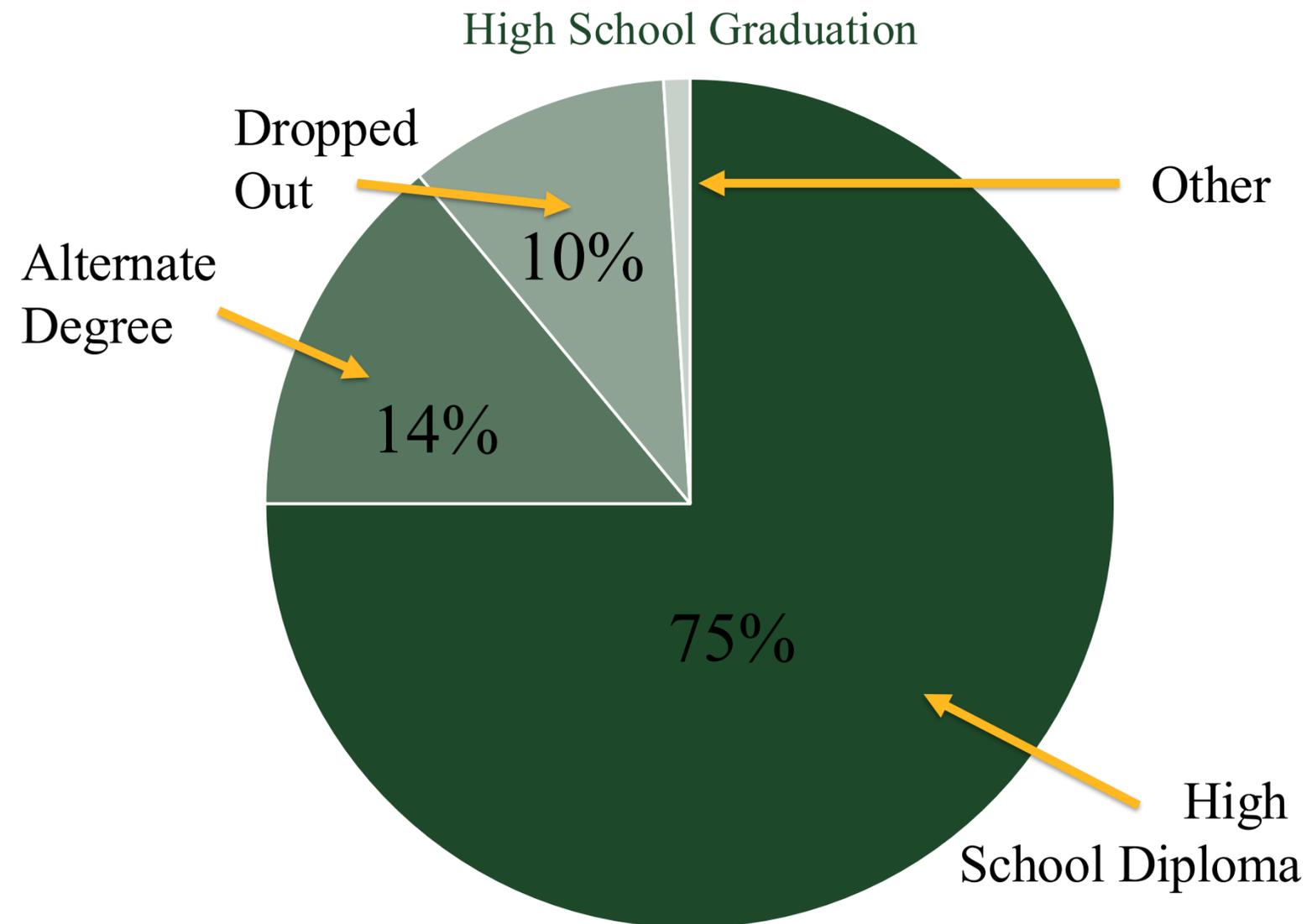
Stark Reality: The Problem



**Stark Reality:
students with disabilities do not
experience the same post-
secondary outcomes when
compared to their typically
developing peers**

National Council on Disability, 2012; Newman et al., 2011; DOE, 2020; NCES, 2022

Bridge to nowhere?



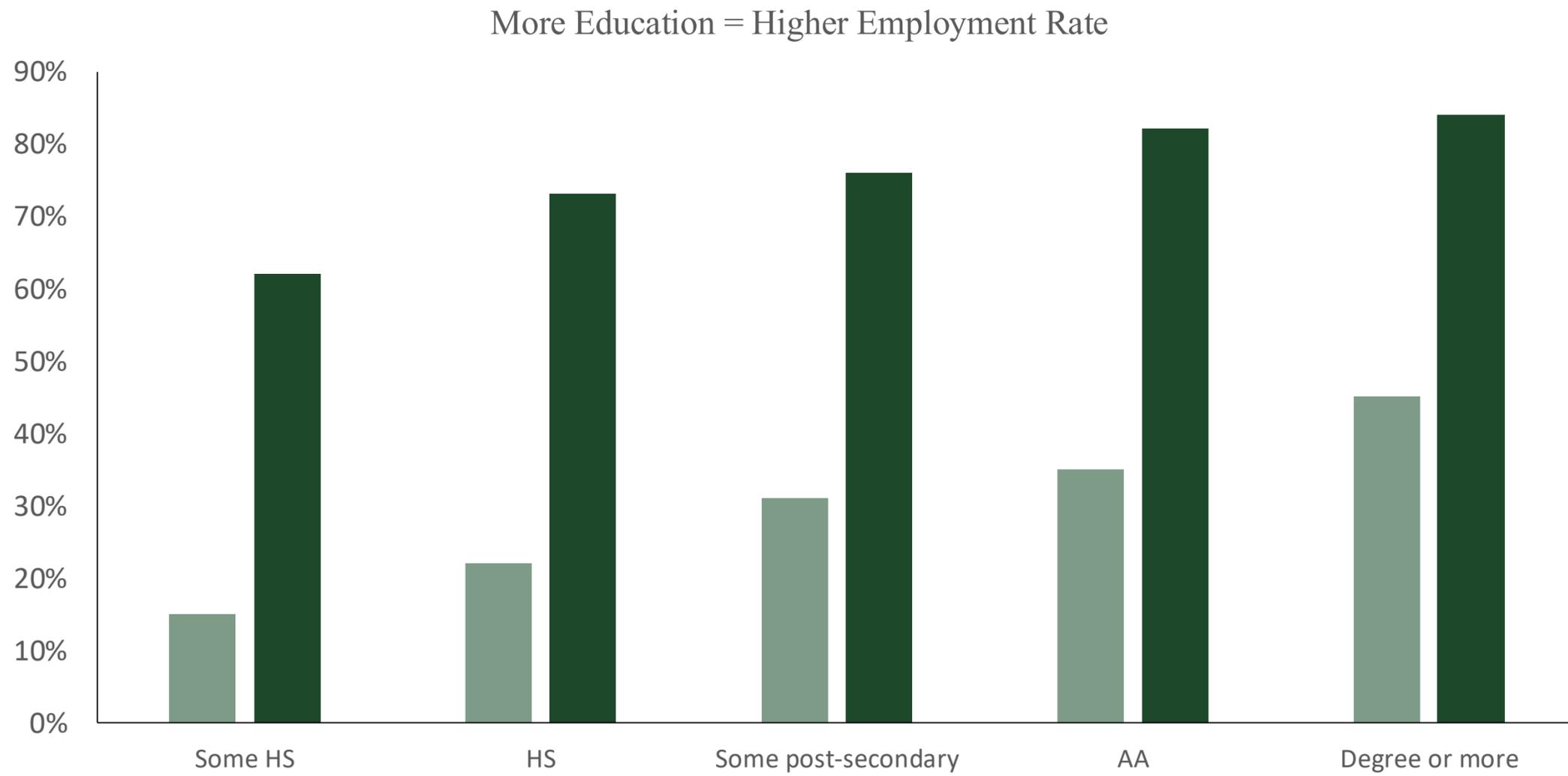
NCES, 2022

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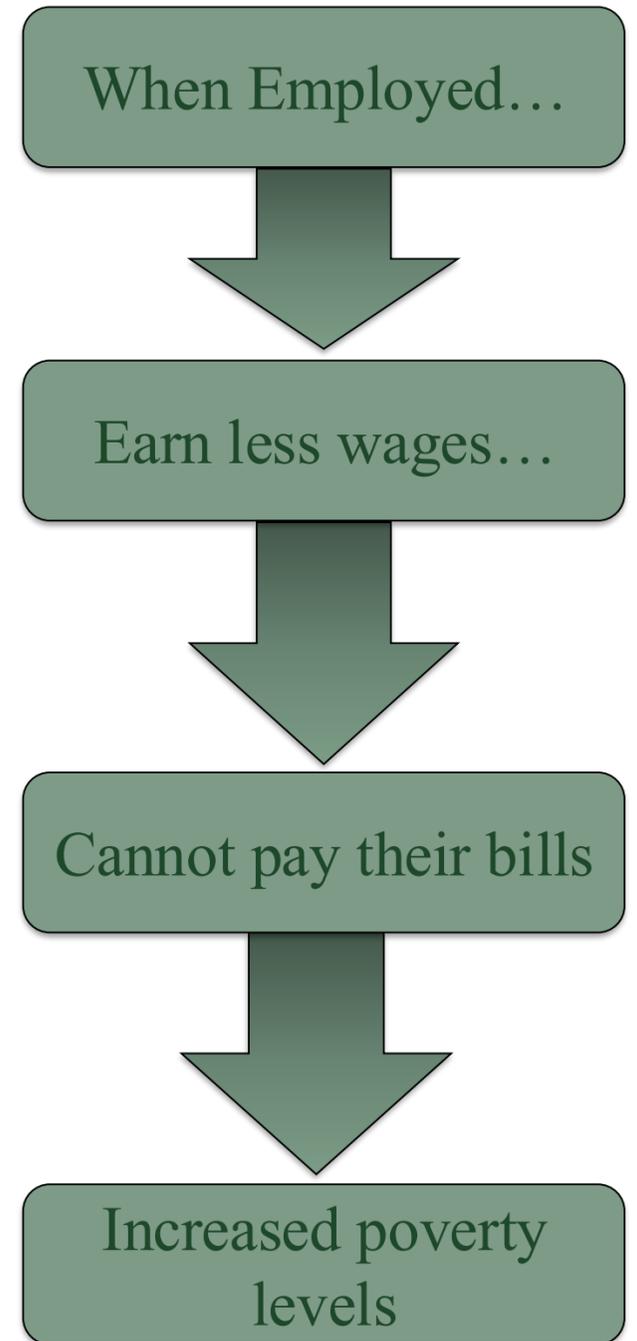
Bridge to nowhere?

****Educational outcomes varies by race and disability****



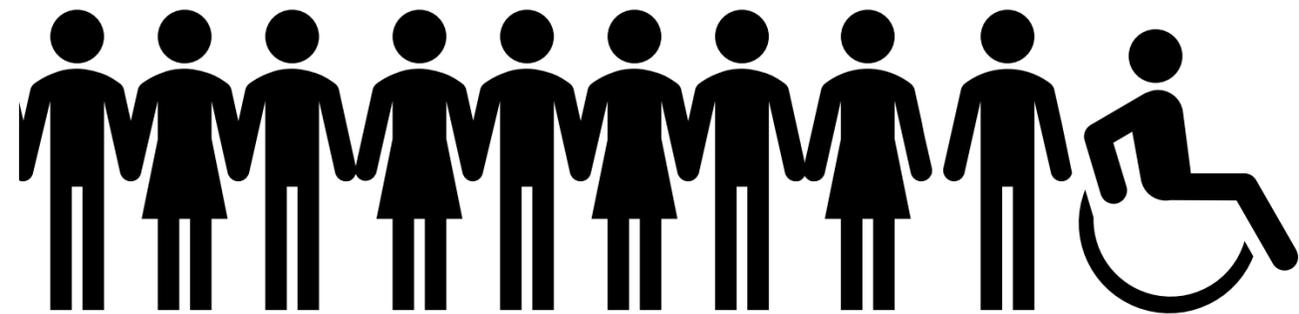
77%
people
without
disabilities

27%
people with
disabilities

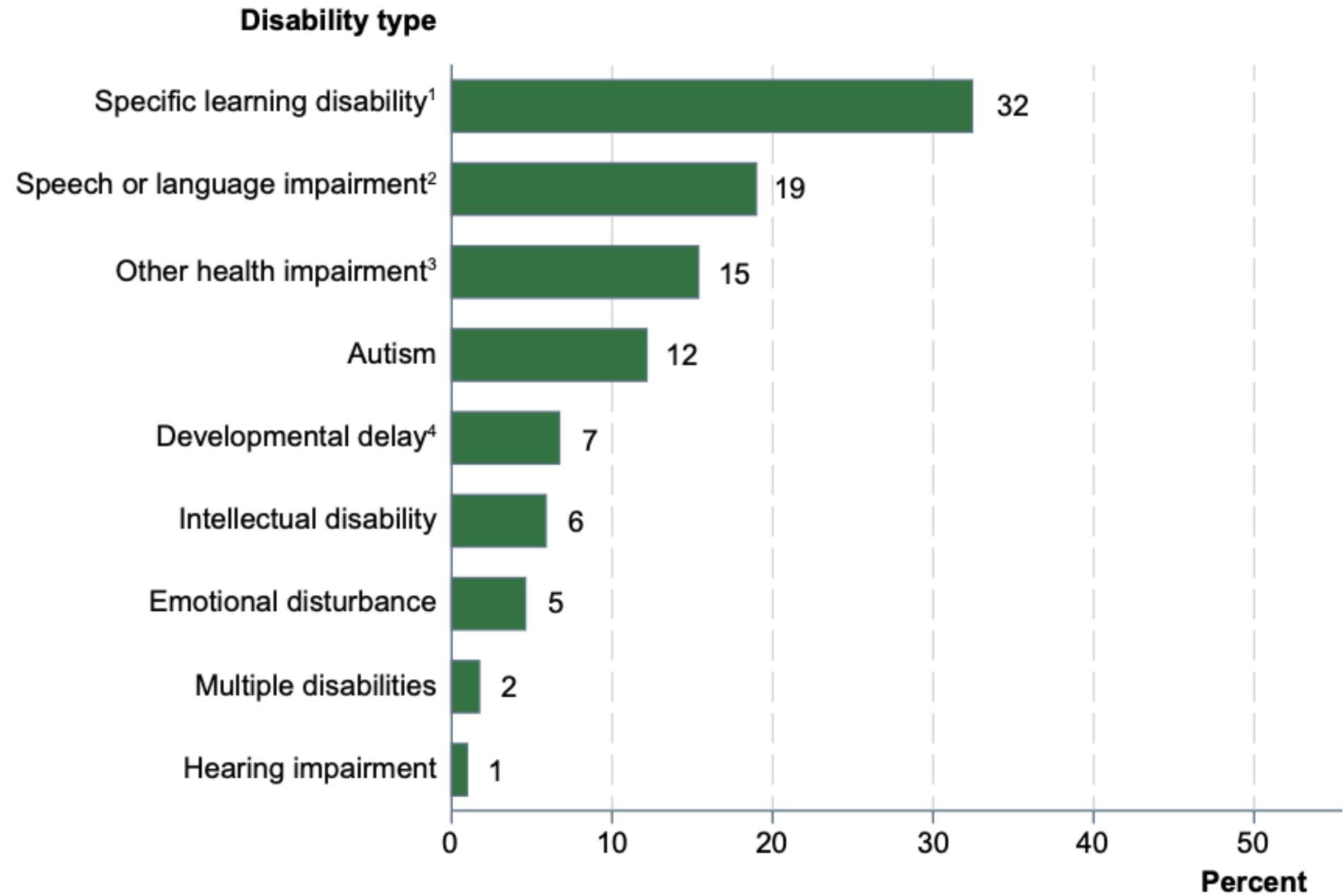


NCES, 2022

Diverse Population

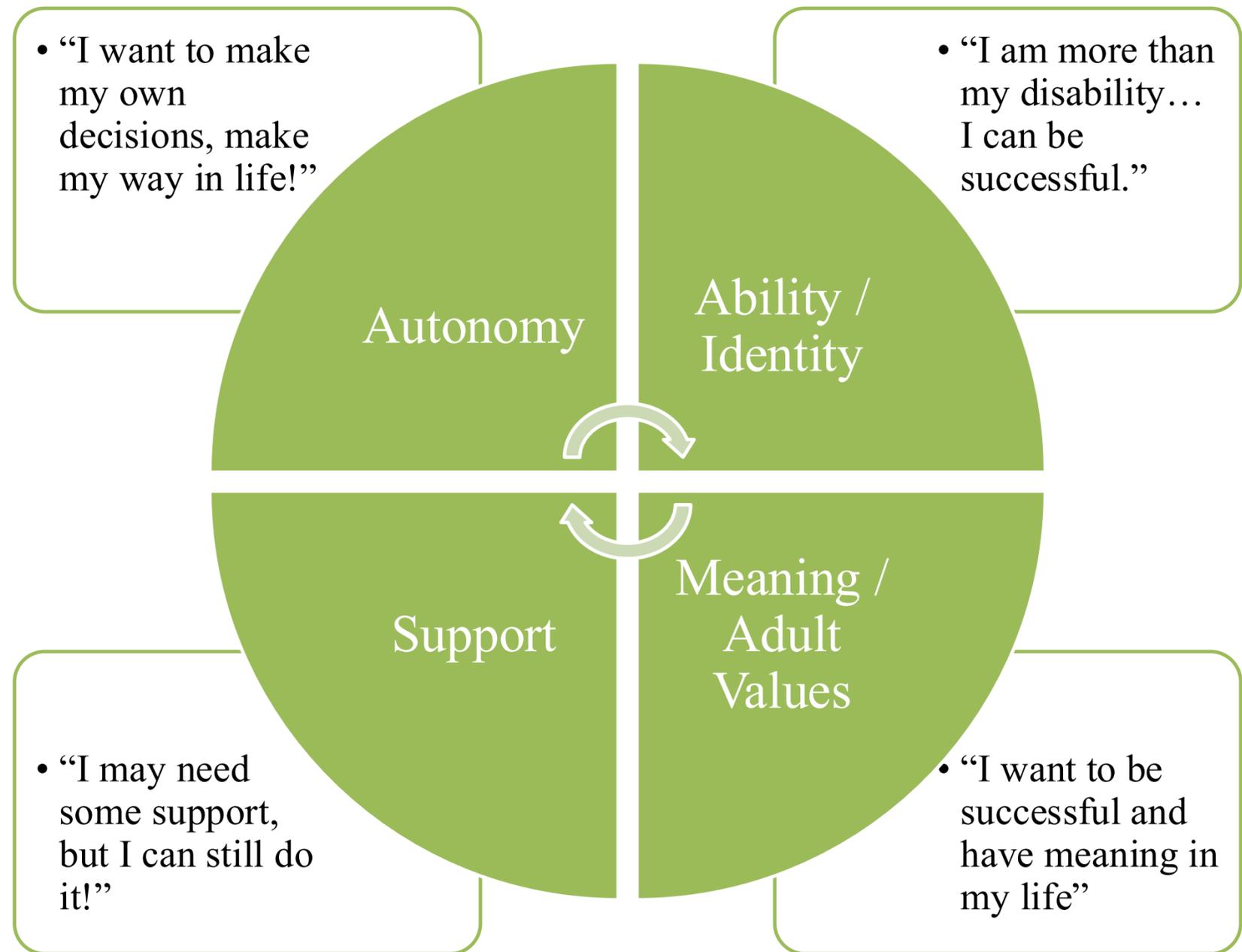


7,300,000
15% of students



Feelings of Individuals with Disabilities and their Families

Gauthier-Boudreault et al., 2018



Feelings of Individuals with Disabilities and their Families

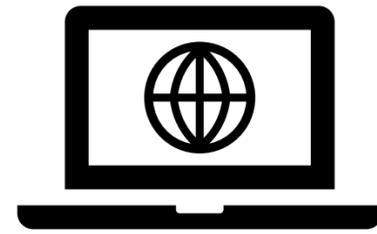
Gauthier-Boudreault et al., 2018

What do I do when my child turns 18 / 21 ?

What level of independence will they have?

What are they going to do when I am gone?

Who else can I talk to?



SLI.DO #4



How do these “stark realities” make you feel?



<https://tinyurl.com/Gilleytransition101>

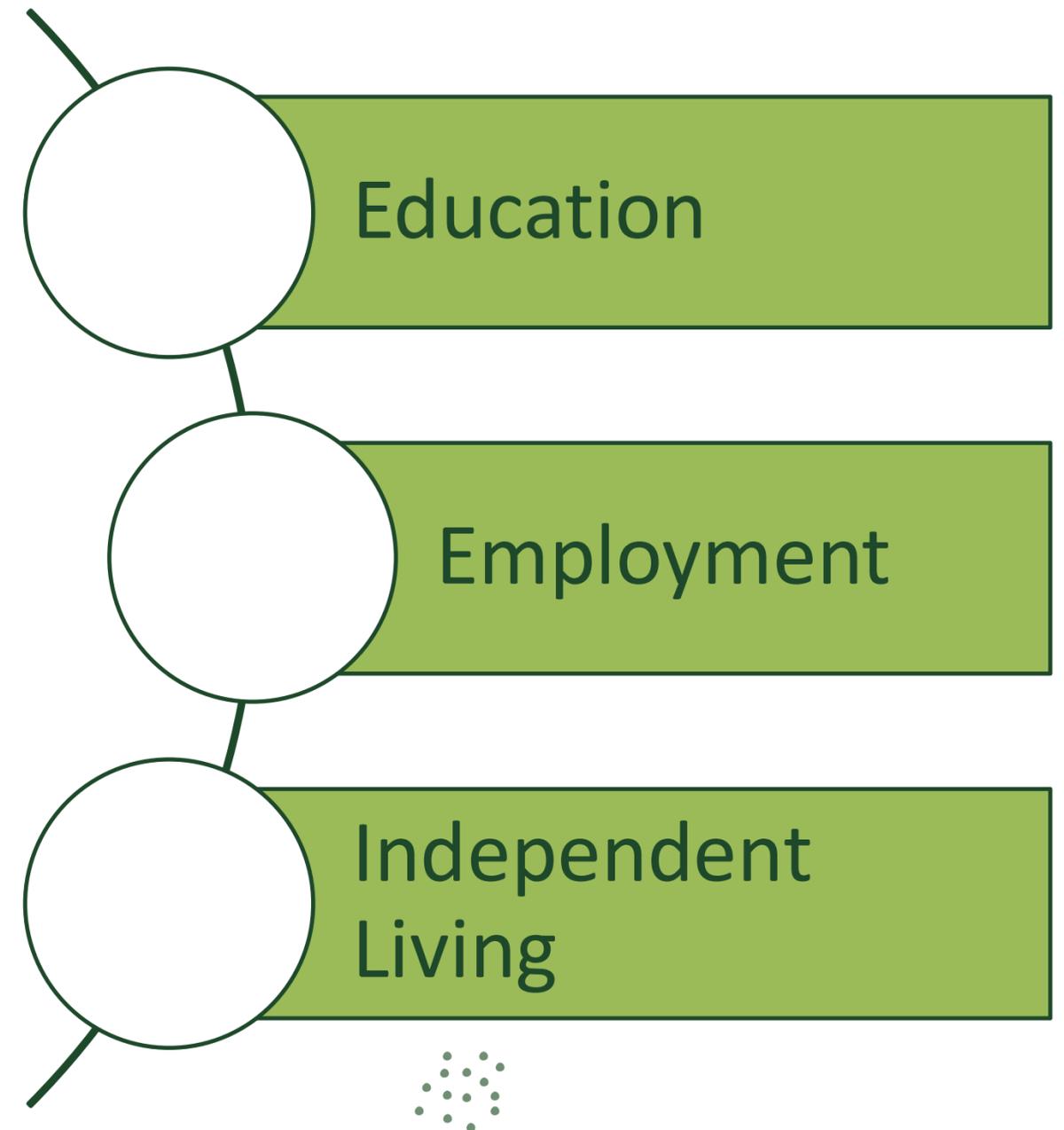


Federal and State Legislation



What is Transition?

- U.S. Department of Education: “a **coordinated set of activities** for a [individual] with a disability that is designed to be within a **result-oriented process** that is focused on improving academic and functional achievement of the [individual] with a disability to facilitate the [individual’s] movement from school to post-school activities”



Key Requirements of the Federal Law: Individuals with Disabilities Education Act (2004)



Age of
Transition
Planning: 16
years old



Individualized
Education Plan:
transition
services
included



Coordinated
Activities:
focused on
academic and
functional
achievement



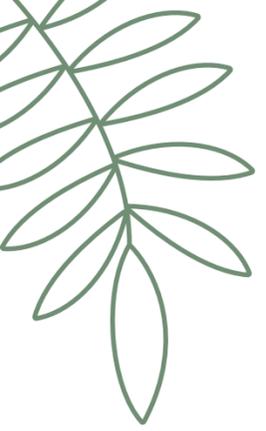
Student
Involvement:
included in the
planning
process



Collaboration
with Agencies:
linking to adult
services
(vocational
rehab, mental
health, etc.)



Post-secondary
Goals:
measurable
goals based on
the student's
preferences,
interests, needs



Key Requirements of the Federal Law: Continued

Workforce Innovation and Opportunities Act

- Stronger commitment to competitive integrated employment, shifting from sheltered workshops / segregated workplace settings

Higher Education Opportunities Act

- Requires institutions receiving federal funding to have opportunities for individuals with ID
- Title IV
 - Federal financial aid, inclusive post-secondary programs, transition post-secondary programs, Think College



In-school Predictors of Post-Secondary Outcomes

In-school Predictors of Post-secondary Outcomes

Predictor	Edu.	Empl.	Indep.
Career Awareness	✓	✓	
Career Technical Education	✓	✓	
Community Experience		✓	
High School Requirements		✓	
Goal Setting	✓		
General Education Inclusion	✓	✓	✓
Interagency Collaboration	✓	✓	
Occupational Courses	✓	✓	
Paid Employment	✓	✓	
Parent Expectations	✓	✓	✓
Parent Involvement	✓	✓	
Program of Study	✓	✓	

Predictor	Edu.	Empl.	Indep.
Psychological Empowerment	✓	✓	✓
Independent Living Skills	✓	✓	✓
Self-determination Skills	✓	✓	✓
Self-realization		✓	✓
Student Support	✓	✓	
Technology Skills	✓	✓	✓
Transition Program	✓	✓	
Travel Skills	✓	✓	
Work-study	✓	✓	
Youth Autonomy		✓	✓

The Purpose:



Plan for life after high school



Prepare students with disabilities and their families for what comes next



Focus on post-secondary opportunities



Identify long-term goals, aspirations, and plans



Develop and design a plan for a high-quality high school experience aligned with goals, aspirations, and plans

The Purpose:

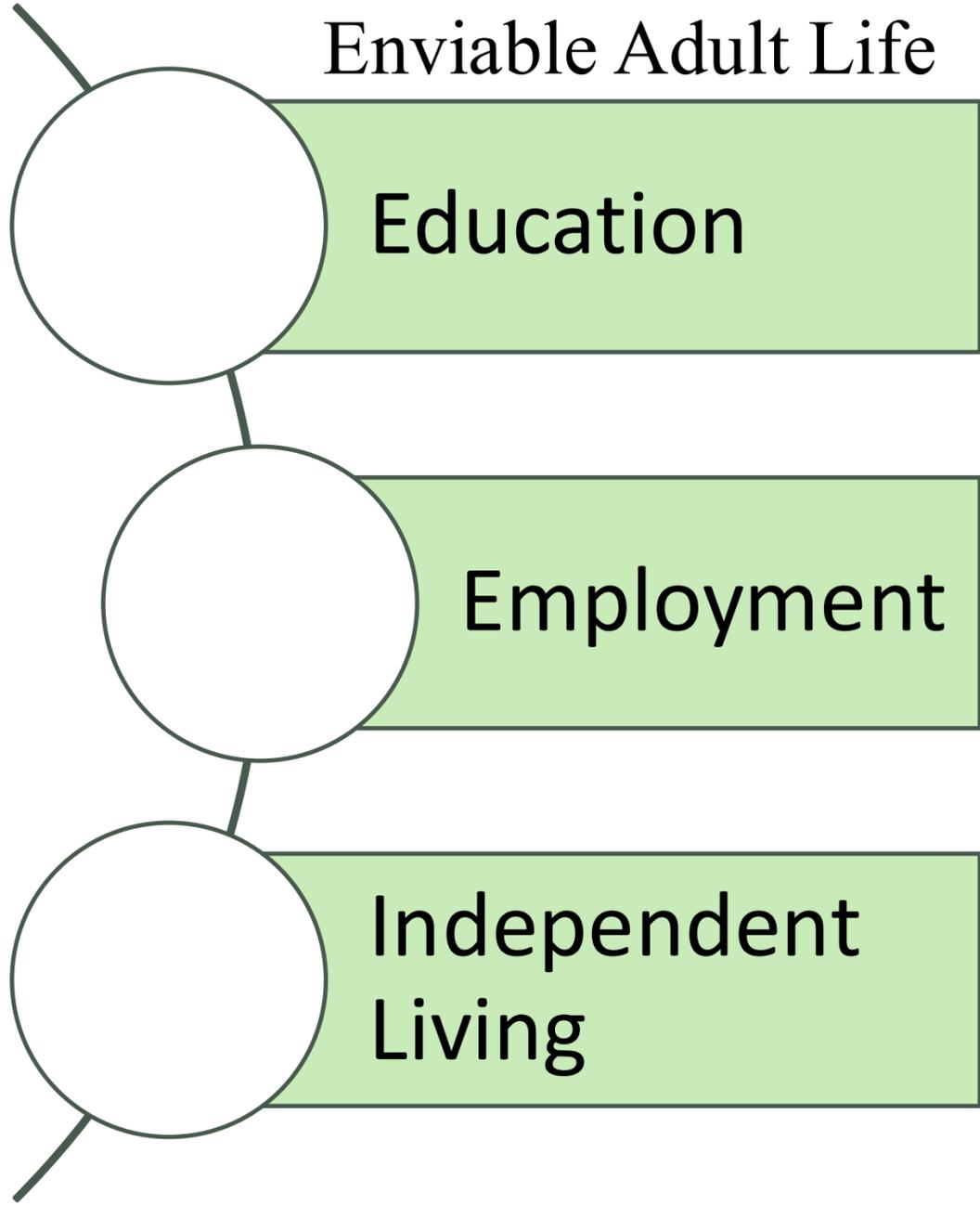
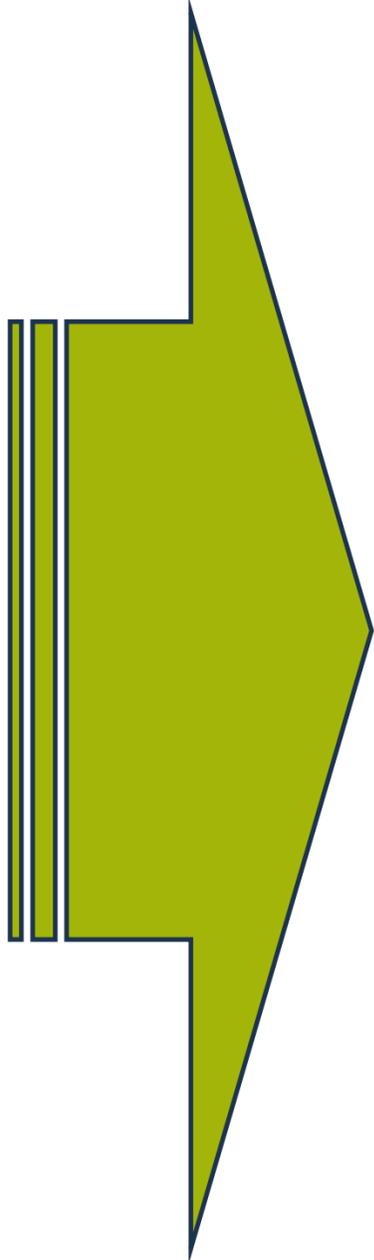
EMPHASIZING THE UNIQUE

...a free and appropriate education

Needs

Abilities

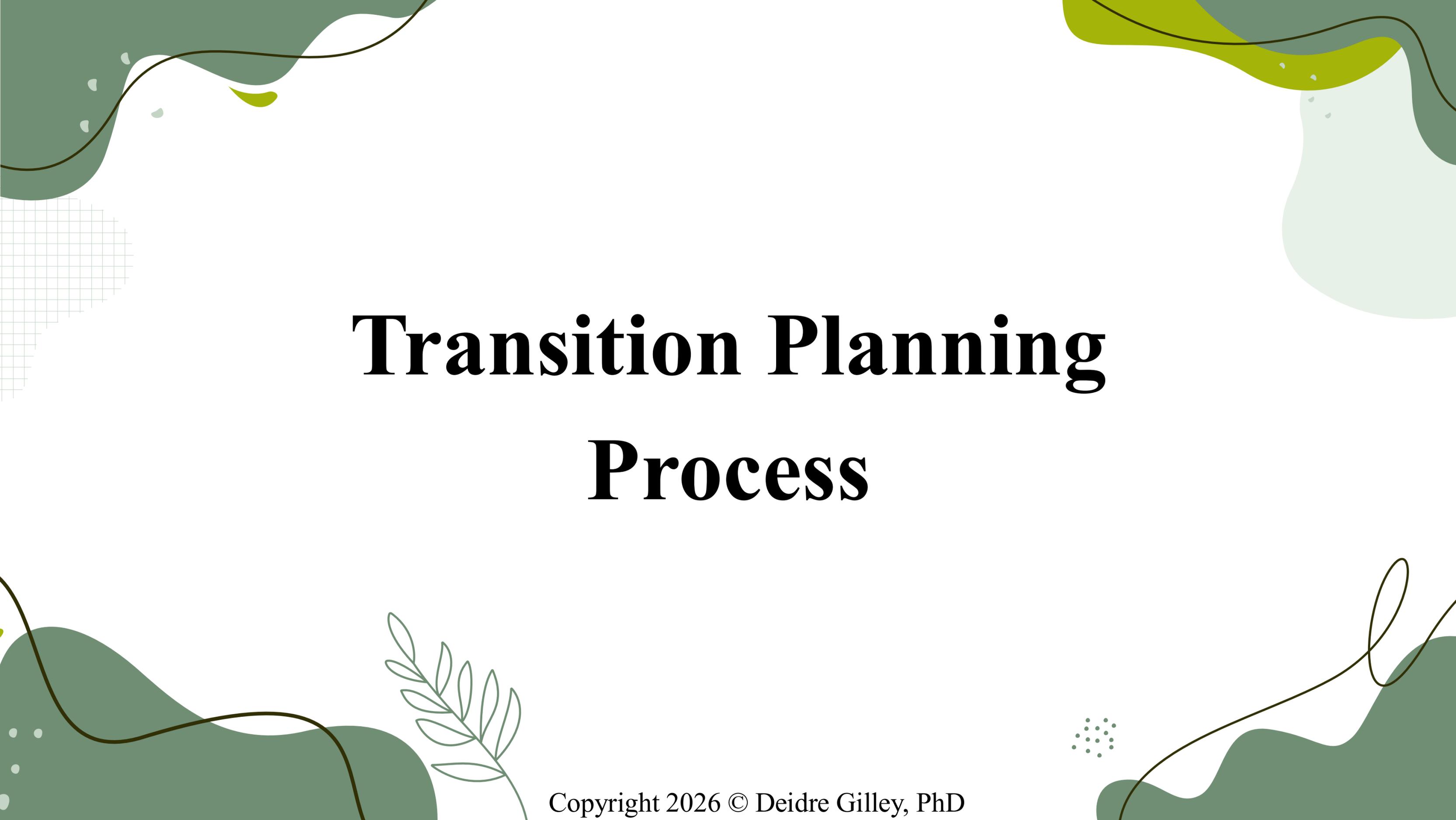
Strengths



The Purpose:



Goal: Access & Opportunity to Enable In-school and Post-school Success



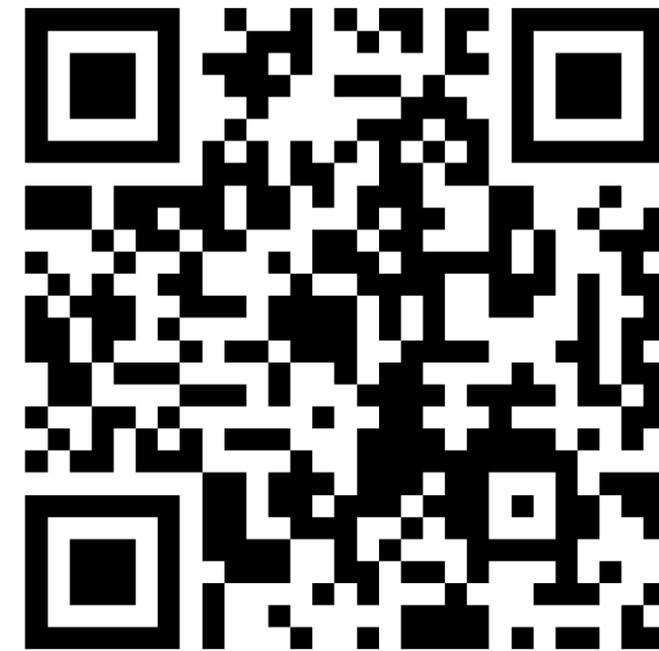
Transition Planning Process



SLI.DO #5



**What part of transition planning
are you MOST worried about?**



<https://tinyurl.com/Gilleytransition101>

Transition Planning Process

This is a **PROCESS**,
not a destination

Transition Planning Process

- Formal assessment
- Informal assessment
- Ecological inventories

What are your goals and dreams?

- Education and / or training
- Employment
- Independent living

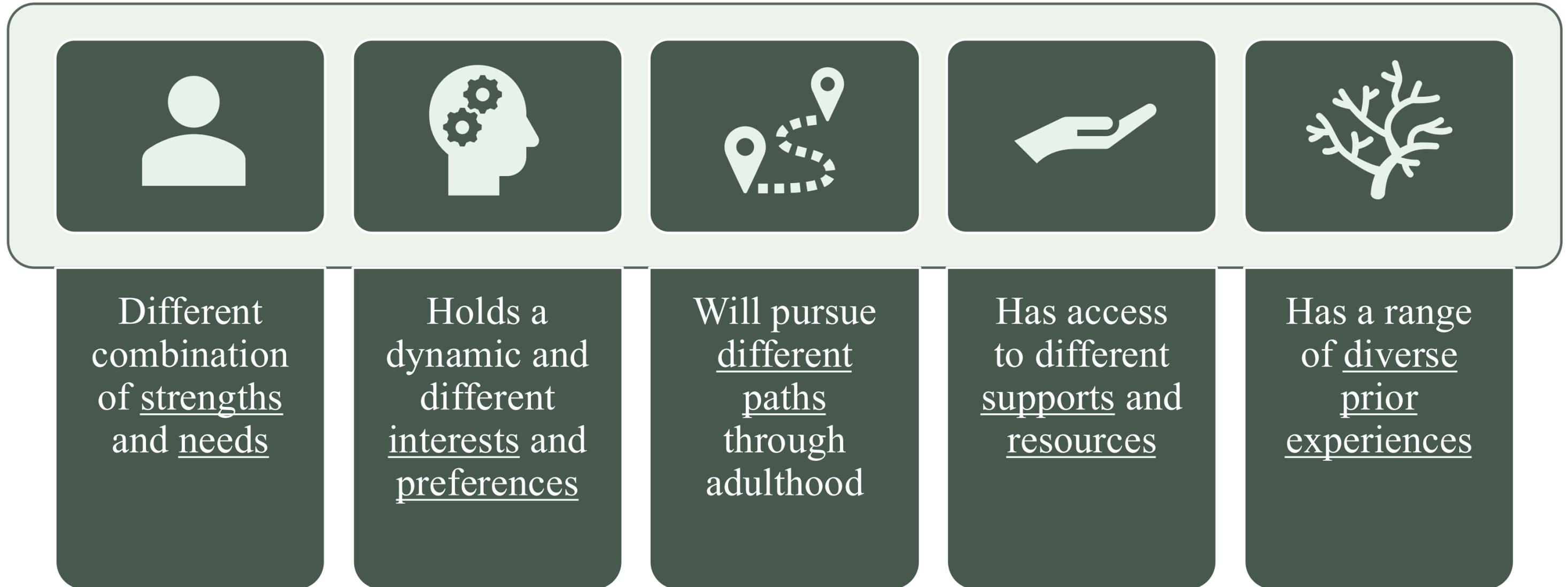
- Annual goals and objectives

What should you focus on this year?

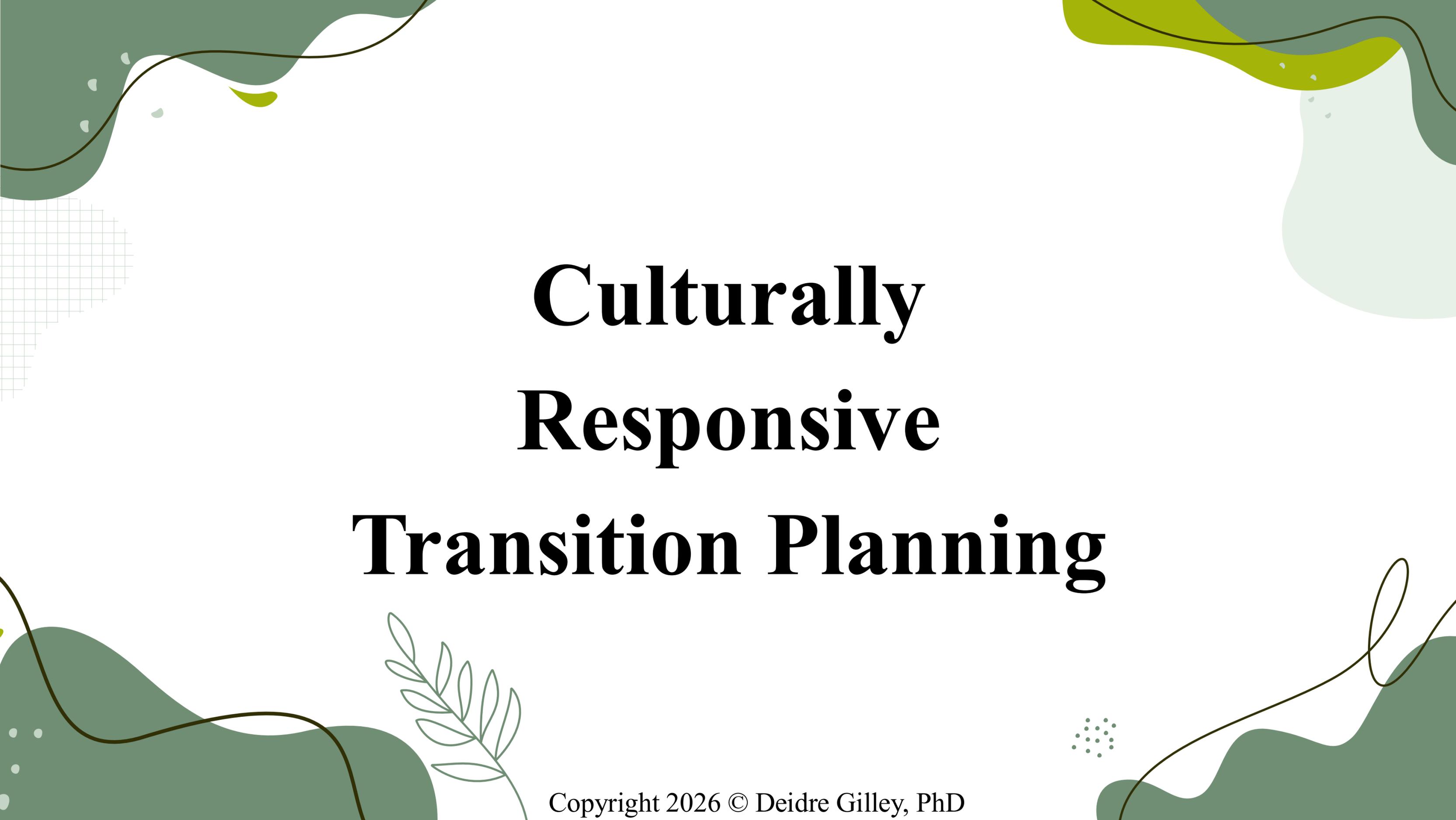
- Instructional activities
- Related services
- Community experiences
- Employment experiences
- Adult living skills
- Daily living skills

What supports do you need to get there?

Transition Planning



Therefore, they must have a distinct and individualized transition plan

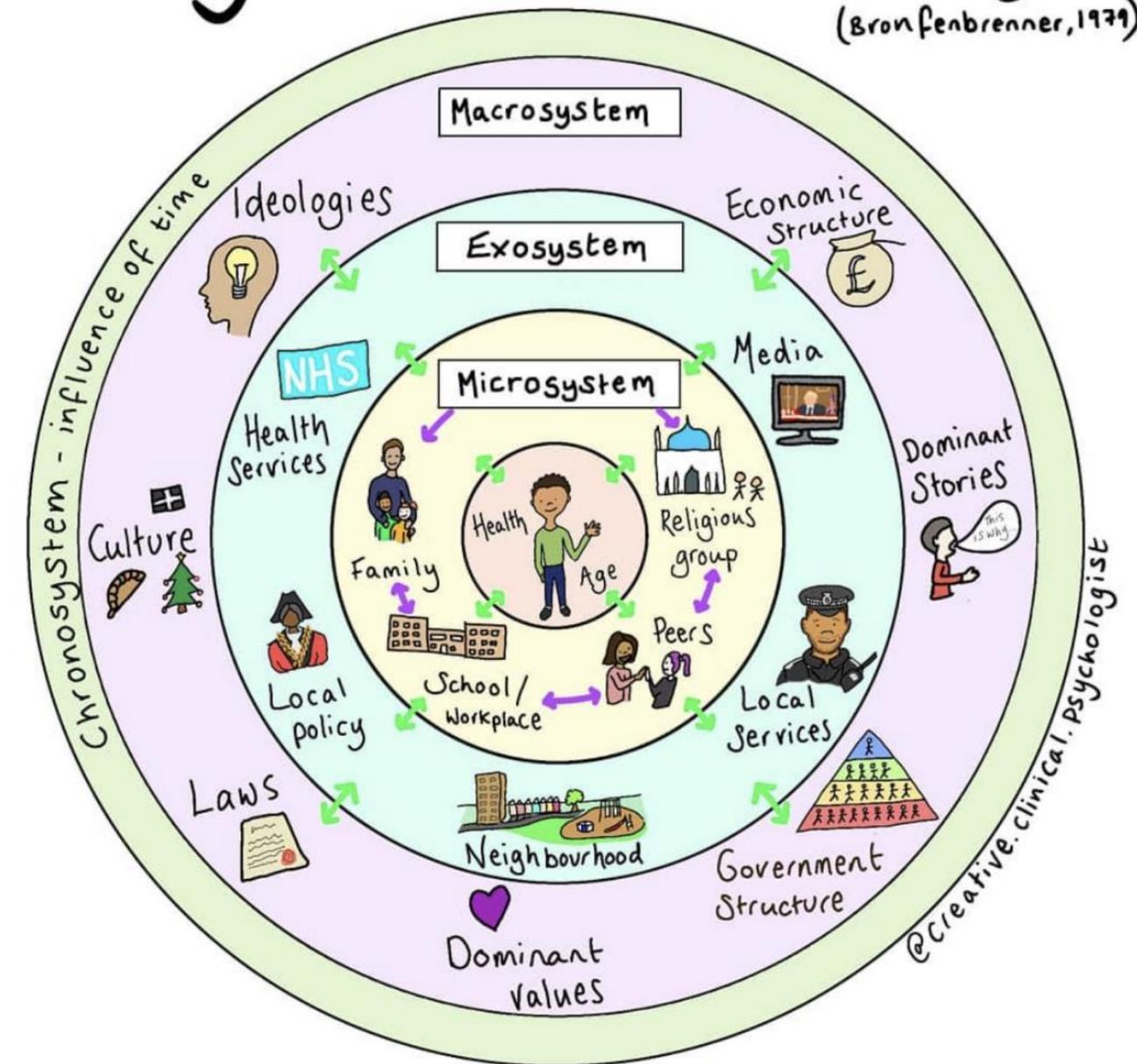


Culturally Responsive Transition Planning

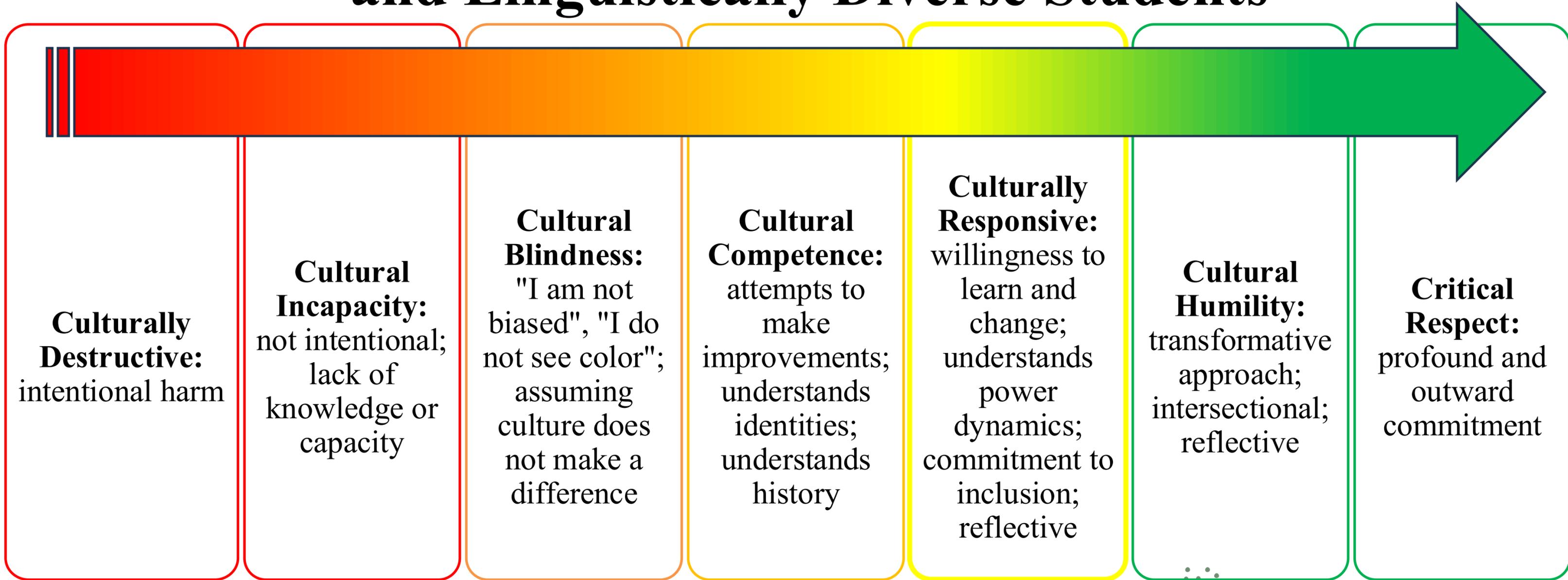
Transition Planning

- Tailored and individualized, catering to the students' strengths, preferences, interests, needs (SPIN)
- Culturally Responsive Transition Planning
 - Culturally responsive transition planning: “an asset-based framework to foster connections between content, transition practices, professional dispositions, and students' cultures for the purpose of improving transition outcomes and experiences for all students and their families”
 - Reflect on intersecting identities (abilities, class, gender, race, etc.)
 - Confronting challenges such as discrimination, unfamiliarity of rights and the transition process, language barriers, lack of access, etc. discrimination, unfamiliarity of rights around the transition process, language barriers / extensive use of jargon, scheduling conflicts, tension with the home-school relationship, lack of access to transition resources

Ecological systems Theory (Bronfenbrenner, 1979)



Considerations for Our Culturally, Ethnically, and Linguistically Diverse Students



Inspired from Sinclair, Pulos, & Dojonovic CEC Presentation

Adpated from Cross et al., 1989; Bassey, 2016; Dansco, 2017; Tervalon & Murray-Garcia, 1998; Sealy-Ruiz, 2020

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Culturally Responsive Mindful Practices in Transition Planning

Be Mindful to PRACTICE



Active Listening

Listen without placing expectations on the student.



Humility

We do not know everything.



Support Without Judgement

Create space free from judgement.



Leave Personal Bias at the Door

Not all students share the same postsecondary vision.

Be Mindful to AVOID



Tokenism

Don't expect students to speak for an entire population or 'teach' us.



Cultural Assumptions

Avoid assuming a student ascribes to all aspects of their cultural background.



Overgeneralizations

Don't apply what you know of one student to an entire population.

In Your Meetings & Practice

Prepare in Advance

Understand familial culture, norms, and potential taboos.

Eliminate Jargon

Avoid slang, metaphors, and confusing language.

Include Families

In ALL parts of the transition process — decisions, roles, and action steps.



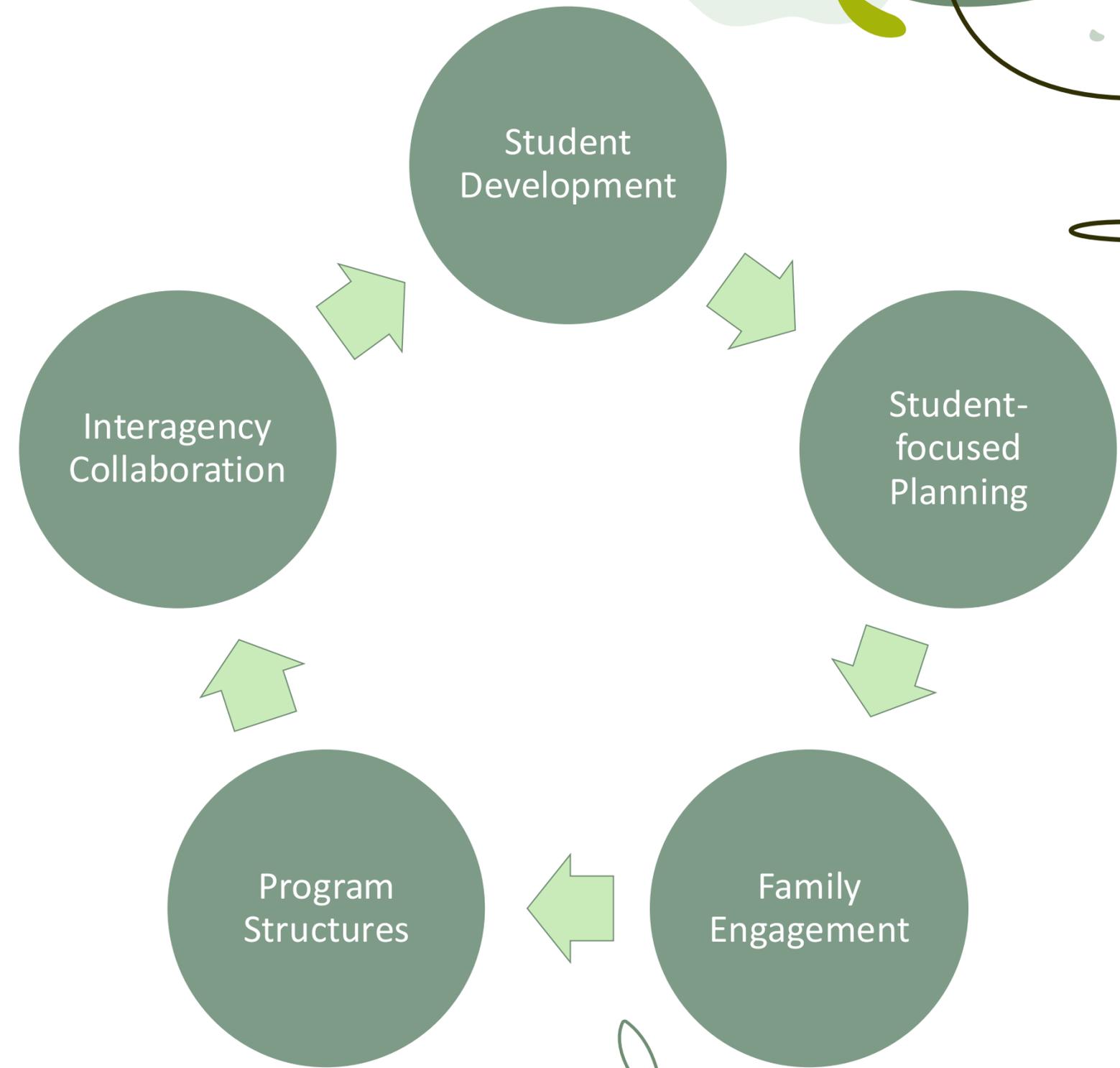
Taxonomy For Transition Programming 2.0

A Model for Planning, Organizing, and Evaluation Transition
Education, Services and Programs

Kohler et al., 2016

Expanded PPT from NTACT on the Taxonomy: https://transitionta.org/wp-content/uploads/docs/NTACT-C_TaxonomyforTransition.pdf

Taxonomy For Transition Programming 2.0





Taxonomy For Transition Programming 2.0

Student Development

- Assessment
- Academic Skills
- Life, Social, and Emotional Skills
- Employment and Occupational Skills
- Student Supports
- Instructional Context



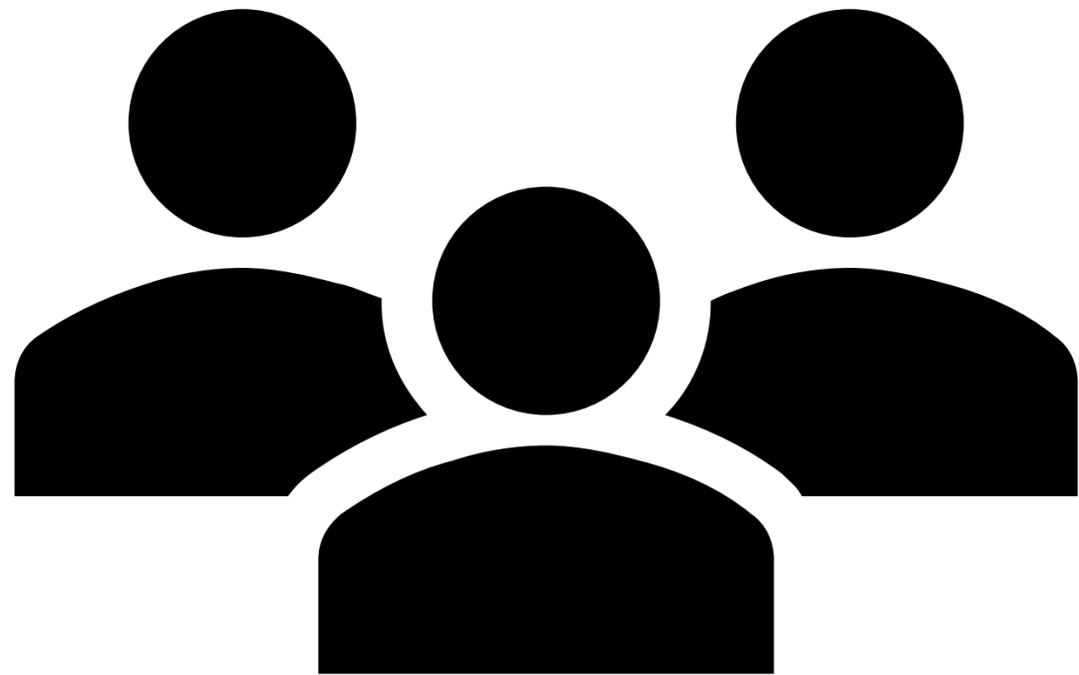
Taxonomy For Transition Programming 2.0

Student-Focused Planning

- IEP Development
 - Student interests and preferences
 - Postsecondary education and training
 - Measurable goals
- Planning Strategies
 - Student-centered planning
 - Cultural and linguistic considerations
- Student Participation

Taxonomy For Transition Programming 2.0

Family Engagement



- Family Involvement

- Cultural background and history
- Participation throughout the ENTIRE process
- Non-family member interpreters provided

- Family Empowerment

- Transition information prior to 14
- Information provided in native language and shared in culturally responsive manner

- Family Preparation



Taxonomy For Transition Programming 2.0

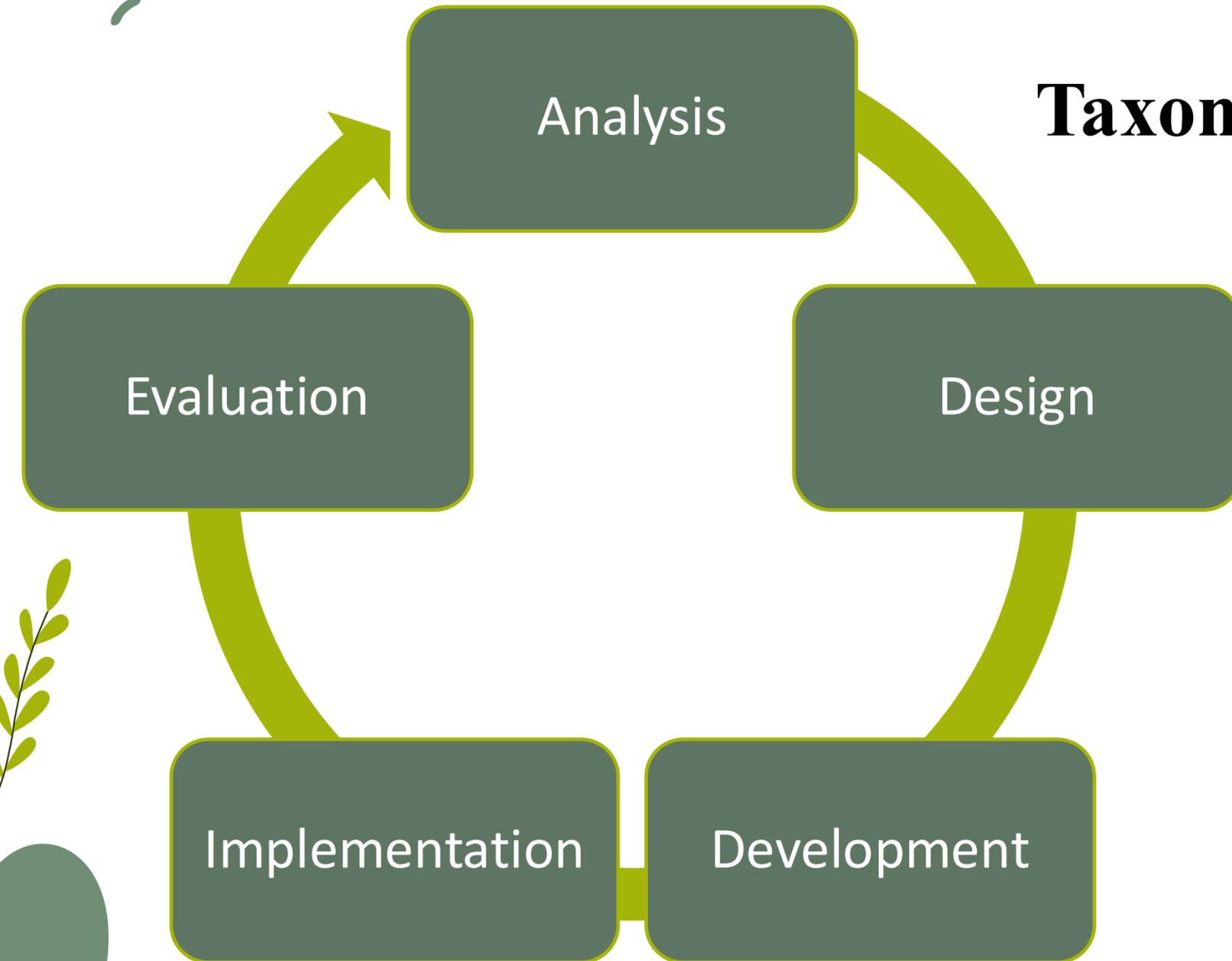
Program Structures

- Program Characteristics
- Program Evaluation
- Policies and Procedures
- Resource Development and Allocation
- School Climate

Taxonomy For Transition Programming 2.0

Program Structures

- Program Characteristics
- Program Evaluation
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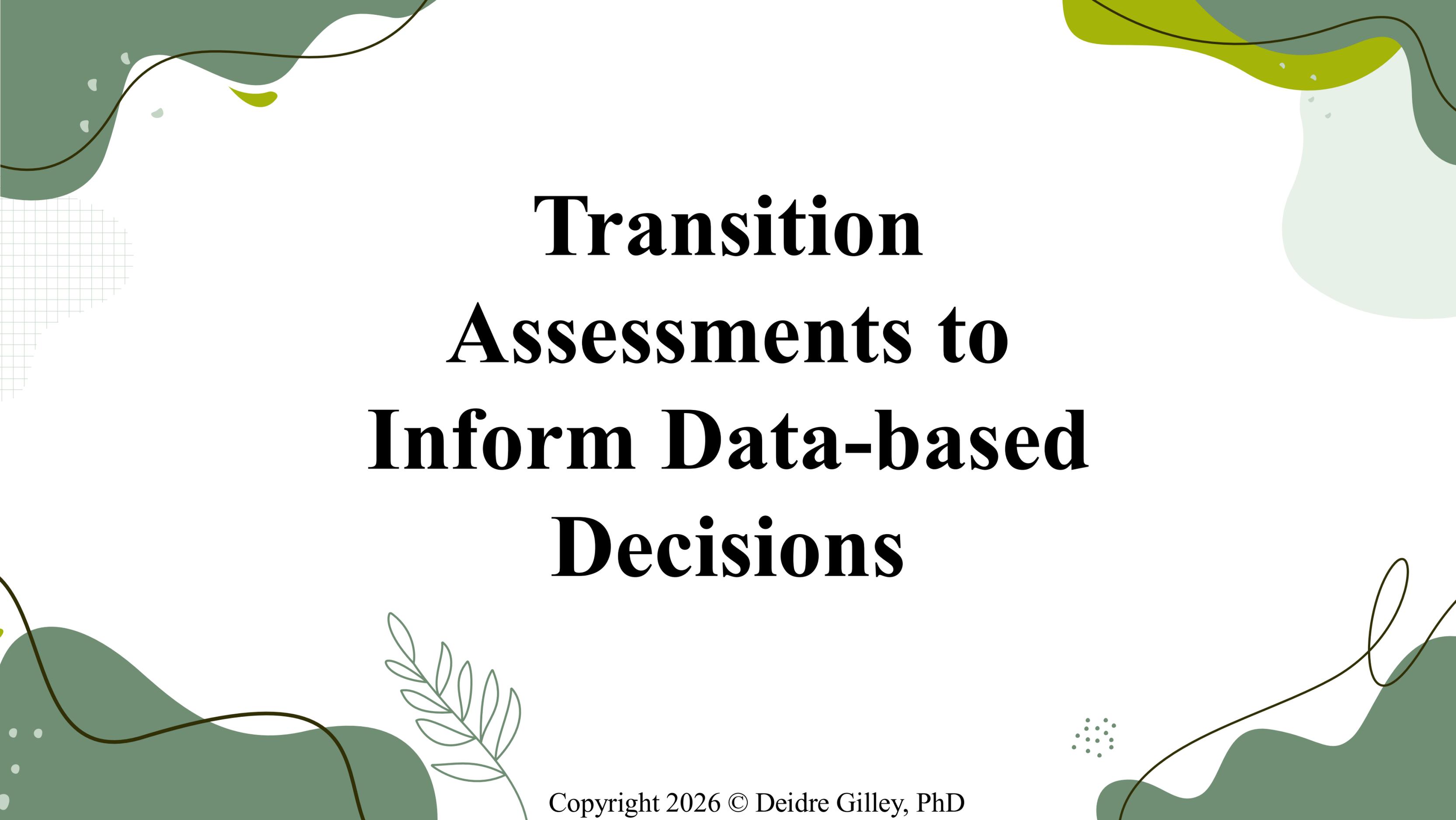


Taxonomy For Transition Programming 2.0

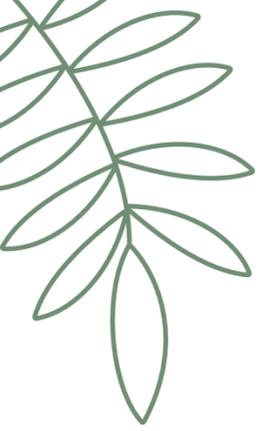
Interagency Collaboration

- Collaborative Framework
 - Coordinating key stakeholders
 - Designated contact person for each agency
 - Establish methods of communication
 - Data sharing
- Collaborative Service Delivery
 - Planning
 - Information exchange

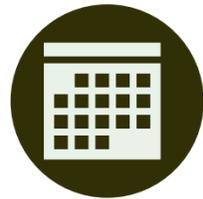
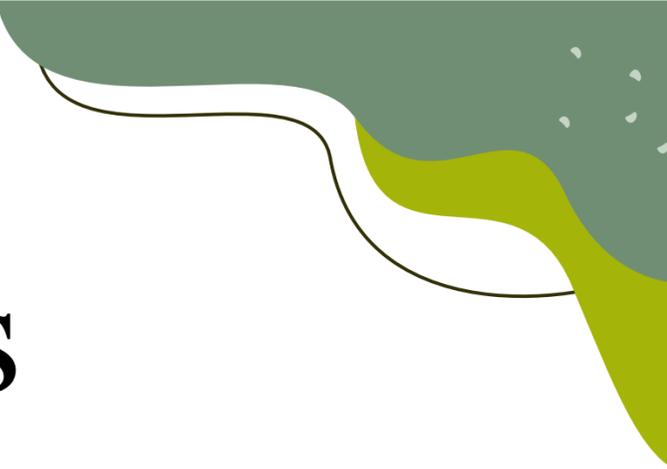




Transition Assessments to Inform Data-based Decisions



Age-Appropriate Transition Assessments: Considerations



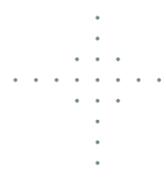
Where is the
individual
presently?

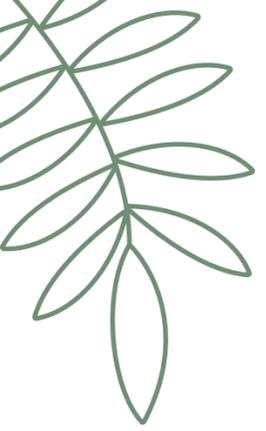


Where is the
individual going?

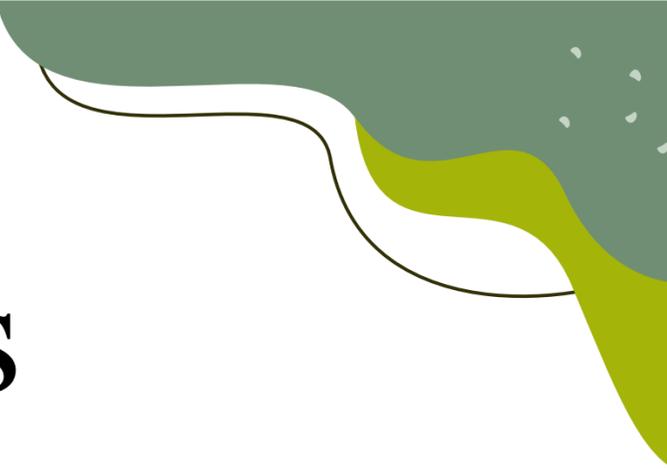


How do we get
the individual
there?





Age-Appropriate Transition Assessments: Considerations



What types of assessments do I need to do to collect ample and adequate data?



How many forms of assessments do I need to have collected ample and adequate data?



How do I provide access to the assessments for my student?



- Standardized
- Provides a “bigger picture”
- Examples: academic achievement, intellectual functioning, adaptive behavior, employment aptitude tests
- Consider: the characteristics of your student and limitations of formal assessments

Informal Assessments

Formal Assessments

- Often created or modified
- Can ask more specific questions
- Gather more in-depth information
- Be more individualized
- Examples: interviews, questionnaires, observations, reviewing records, etc.
- Consider: be critical of the assessment design

Assessment Considerations



Customize the assessment to capture the specific information needed



Ensure that the assessment is appropriate to the learning and response characteristics of the student



Incorporate accommodations & assistive technology



Gather information in the natural environment when possible



Verify results through multiple methods



Consider multiple perspectives



Share and store results in accessible ways

NTACT



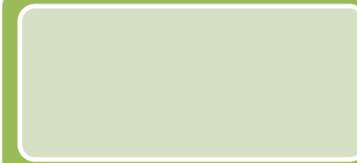
Collaborative Assessment Guide for Transition Planning Services



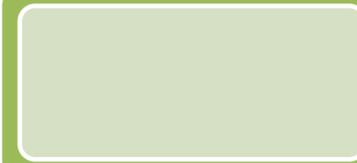
Assessment Options



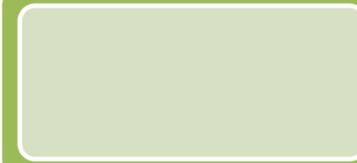
Assessment of Basic Language and Learning Skills, Revised (ABLLS-R)



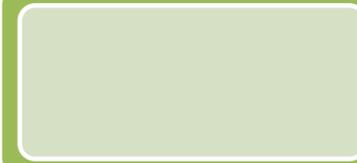
Basic Learner Skills Assessment (A-P)



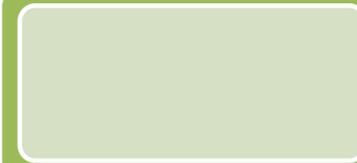
Academic Skills Assessment (Q-T)



Self-Help Skills Assessment (U-X)



Motor Skills Assessment (Y-Z)



Assessment of Functional Living Skills (AFLS)

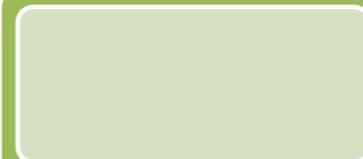
Assessment Options



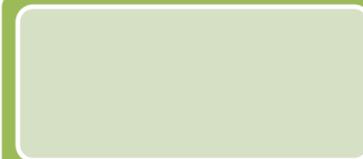
Transition Planning Inventory—Third Edition (TPI-3)



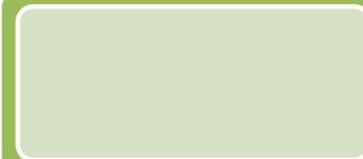
Transition Assessment and Goal Generator (TAGG)



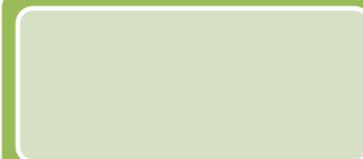
Self-Determination Inventory System



Community-based Skills Assessment (CSA)



AIR Self-Determination Scale



Assessment of Functional Living Skills (AFLS)

Assessment Options

- Occupational Aptitude Survey and Interest Schedule (OASIS-3)
 - Parker
- Career Interests, Preferences, and Strengths (CIPSI)
 - Clark, Synatschk, Patton, and Steel
- Becker Work Adjustment Profile—Second Edition (BWAP:2)
 - Becker
- TEACCH Transition Assessment Profile—Second Edition (TTAP: TEACCH)
 - Mesibov, Thomas, Chapman, and Schopler
- Reading-Free Vocational Interest Inventory—Third Edition (RFVII-3)
 - Synatschk, and Becker
- Informal Assessments for Transition
 - Different versions:
 - Employment and Career Planning
 - Independent Living and Community Participation
 - Postsecondary Education and Training
- Functional Independence Skills Handbook (FISH)
 - Killion
- Casey-Life-Skills
 - Intended for youth transitioning from foster care to adulthood

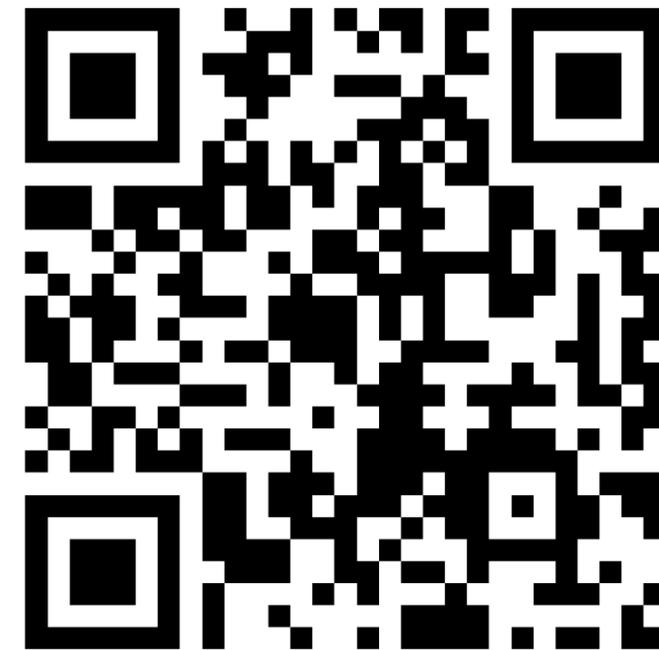
IEPs



SLI.DO #6



Why should we include our students in the transition planning process?



<https://tinyurl.com/Gilleytransition101>

IEPs must include...

- “Appropriate measurable postsecondary goals **based upon age-appropriate transition assessments** related to training, education, employment, and, where appropriate, independent living skills.”
- “The transition services (including courses of study) needed to assist the child in reaching those goals.”
- Transition activities that are “based on the individual child’s **needs**, taking into account the child’s **strengths, preferences, and interests**”

IEPs must include...

Indicator 13

- Under the Individuals with Disabilities Education Act, transition planning must include specific components. Reviewers use the following questions to determine whether an IEP meets Indicator 13 requirements monitored by the Office of Special Education Programs”

An official website of the United States government [Here's how you know](#) ▾

U.S. Department of Education [Contacts](#)

 **IDEA**
Individuals with Disabilities Education Act 

Search ...

[Home](#) [About ▾](#) [Law and Policy ▾](#) [Reports ▾](#) [Grants and Funding ▾](#) [Resources ▾](#)

Part B SPP/APR Indicator 13 AAA

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Percent Of Youth With IEPs Aged 16 And Above With An IEP That Includes Appropriate Measurable Postsecondary Goals

About Part B Indicator 13

Part B Indicator 13 requires states to report the percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. If a state's policies and procedures provide that public agencies must meet these requirements at an age younger than 16, the state may, but is not required to, choose to include youth beginning at that younger age in its data for this indicator.

 U.S. Department of Education

 Office of Special Education and Rehabilitative Services (OSERS)

 Office of Special Education Programs (OSEP)

 IDEA by State

 Contacts

 Building the Legacy: IDEA 2004

What is Indicator 13?

Federal Compliance Under IDEA

Indicator 13 is a federal compliance indicator under IDEA that measures the percent of youth aged 16+ with an IEP that includes appropriate measurable postsecondary goals and transition services to reasonably enable the student to meet those goals.



Monitored through the State Performance Plan / Annual Performance Report (SPP/APR) system required by OSEP

16+



Applies to all students aged 16+ with an IEP



Focuses on measurable postsecondary goals AND transition services aligned to those goals

Key Message: If ANY one required component is missing from the IEP, the entire IEP is non-compliant for Indicator 13.

The 8 Indicator 13 Compliance Requirements

All 8 Components Must Be Present for Compliance

01

Age-Appropriate Transition Assessment

interest inventories, vocational assessments, student interviews

02

Measurable Postsecondary Goals

Education/Training, Employment, and Independent Living

03

Postsecondary Goals Updated Annually

reviewed and revised each IEP cycle

04

Transition Services

job shadowing, college application support, travel training, independent living instruction

05

Course of Study

multi-year plan aligned to goals (college prep, CTE, work-based learning)

06

Annual IEP Goals

related to transition needs (resume writing, job applications, college research)

07

Student Invitation

student must be invited to their IEP meeting

08

Agency Invitation

outside agencies (e.g., Vocational Rehabilitation) invited when providing post-graduation services

Missing even ONE component = Non-Compliant for Indicator 13

Why Indicator 13 Matters

The Compliance Flow + Expert Summary



Why It Matters

- Ensures transition planning is individualized
- Goal-driven and assessment-based
- Prepares students for adult life
- One of the most commonly monitored transition indicators nationwide

Indicator 13 ensures every student with an IEP has a personalized, documented roadmap to adulthood — grounded in real assessments, meaningful goals, and coordinated services.

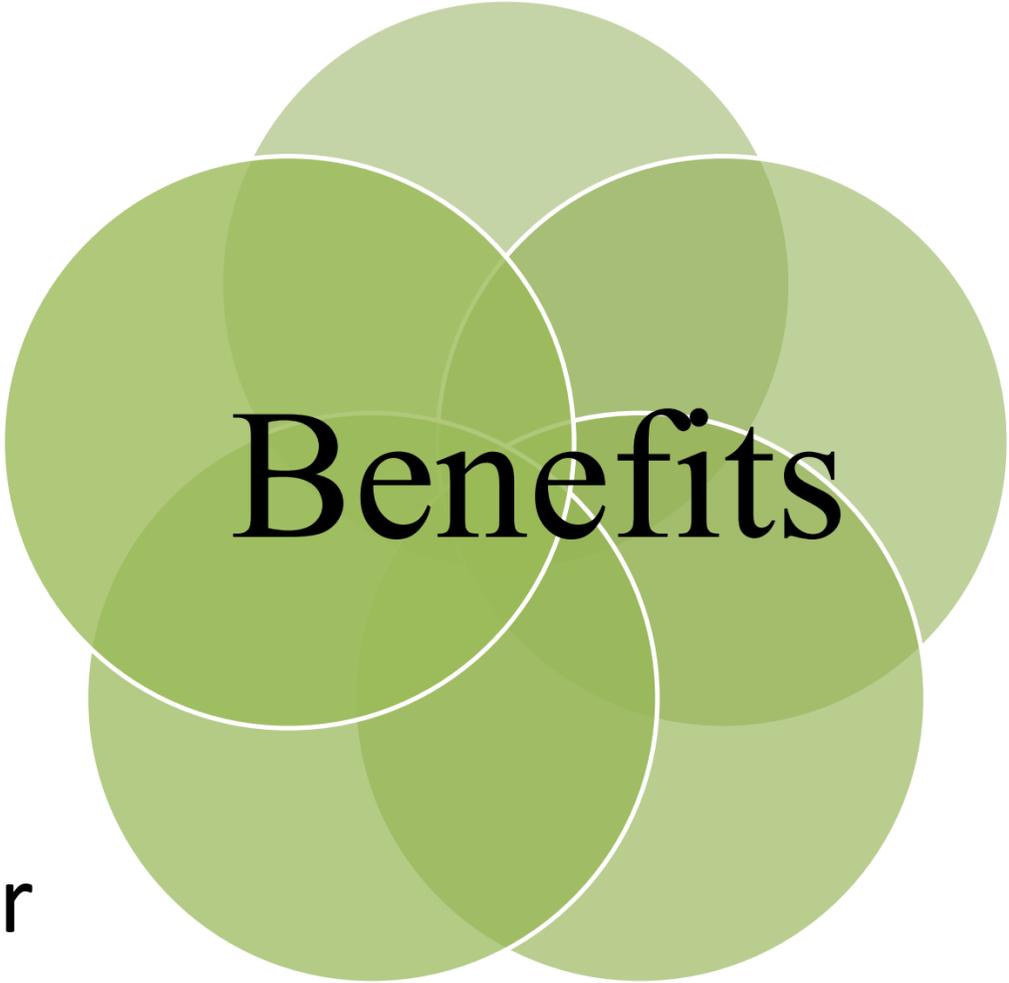
Student-centered Approach: give your students a VOICE

- Engage the student in the transition process: it is not only more meaningful, but it is **the law**
- Provide students with a platform to share their dreams, aspirations, and hopes for the future
- Enables a more individualized process
- Coordinated team effort: special educators, general educators, service providers, transition specialists, family members, and the **student themselves**

Thinking about
their future

Increases
ownership
and buy-in

Enhances self-
determination
skills



Benefits

Expands their
network

Increases
collaboration

Student-centered Approach: give your students a VOICE

Develop IEP
knowledge

Plan for their
participation in
the IEP: to be
individualized!

Involvement in
goal setting,
decision-making,
and planning

Differentiated
Participation in
the IEP


 National Technical Assistance Center on Transition

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Indicator 13 Checklists

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Originally developed by NSTTAC these checklists have been used to identify how IEPs meet minimum compliance with Indicator 13, the transition requirements of the IEP. These checklists have been developed to provide professional development to transition personnel .


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Indicator 13 Data Collection Toolkit

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Originally developed by NSTTAC and the Data Accountability Center, this toolkit has been updated by NTACT:C and provides resources from different states for collection, analysis, and use of State Performance Plan/ Annual Performance Report Indicator B-13 data (the transition components of IEPs).

NTACT: National Transitional Assistance Center on Transition

Checklist of Questions to Ask:



1. Is there a measurable postsecondary goal or goals for the student?



2. Can the goal(s) be counted?



3. Does the goal(s) occur after the student graduates from school?



4. Are the postsecondary goals based on an age-appropriate transition assessment?



5. Are there annual IEP goals that reasonably enable the child to meet the postsecondary goal(s) or make progress toward meeting the goal(s)?



6. Are there transition services (including courses of study) in the IEP that focus on improving the academic and functional achievement of the child to facilitate his or her movement from school to post-school?



7. Do the transition services listed in the IEP relate to a type of instruction, related service, community experience, development of employment and other post-school adult living objectives (and, if appropriate, acquisition of daily living skills), and provision of a functional vocational evaluation?



8. Are representatives of other agencies invited (with parent consent or the student's) to IEP meetings when transition services are being discussed that are likely to be provided or paid for by these other agencies?

IEPs

Post-secondary / Post-graduation

All three domains: education,
employment, and independent
living

Overarching goal for post-
graduation

Broken Up Across the School Year

Think SCOPE and
SEQUENCE

Not “different” than
academics, per say

KEY: Plan far in advance

IEPs

Student Involvement

By law...

Bring their hopes, dreams,
and aspirations into
consideration

Parent Involvement

What do they want for their
child?

What do they not know about
that they should know about?

Do they have realistic
expectations?



IEPs

Postsecondary Options

Job / Career

Technical School

College / University

IPSE Programs

Military

More

Functional Vocational Evaluation

Where they are at

Where they want to go

How they will get there

Employment Goals and Objectives

What do they want to do?

Consider short term and long term

Instructional Environments

Where will this learning take place?

Considerations for the LRE

NTACT Example: Education and Training

Alex's Postsecondary Goal

Well-written Post- graduation Goal

Prior to graduation, Alex will enroll to three colleges or training programs by successfully completing each program's application before the due date.

Poorly-written Post- graduation Goal

Alex wants to attend a college or a training program.

Why the difference matters:

The first focuses on outcomes and measurable achievement.

The second describes a process, not a post-school result.

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NTACT Example: Education and Training Alex's Postsecondary Goal

Well-written Post-graduation Goal

Prior to graduation, Alex will enroll to three colleges or training programs by successfully completing each program's application before the due date.

Yearly Goal Ideas



NTACT Example: Employment

Paulo's Postsecondary Goal

Well-written Post- graduation Goal

Paulo will work 20 or more hours per week at a grocery store with supports from Vocational Rehabilitation services.

Poorly-written Post- graduation Goal

Paulo will get a job.

Why the difference matters:

The first focuses on outcomes and measurable achievement.
The second describes a process, not a post-school result.

NTACT Example: Employment

Paulo Postsecondary Goal

Well-written Post-graduation Goal

Paulo will work 20 or more hours per week at a grocery store with supports from Vocational Rehabilitation services.

Yearly Goal Ideas



NTACT Example: Independent Living

Jayden's Postsecondary Goal

Well-written Post- graduation Goal

Jayden will locate and join at least three community-based communities, groups, or organizations aligned to his interests of sports, movies, or exercise.

Poorly-written Post- graduation Goal

Jayden wants to hang out with friends.

Why the difference matters:

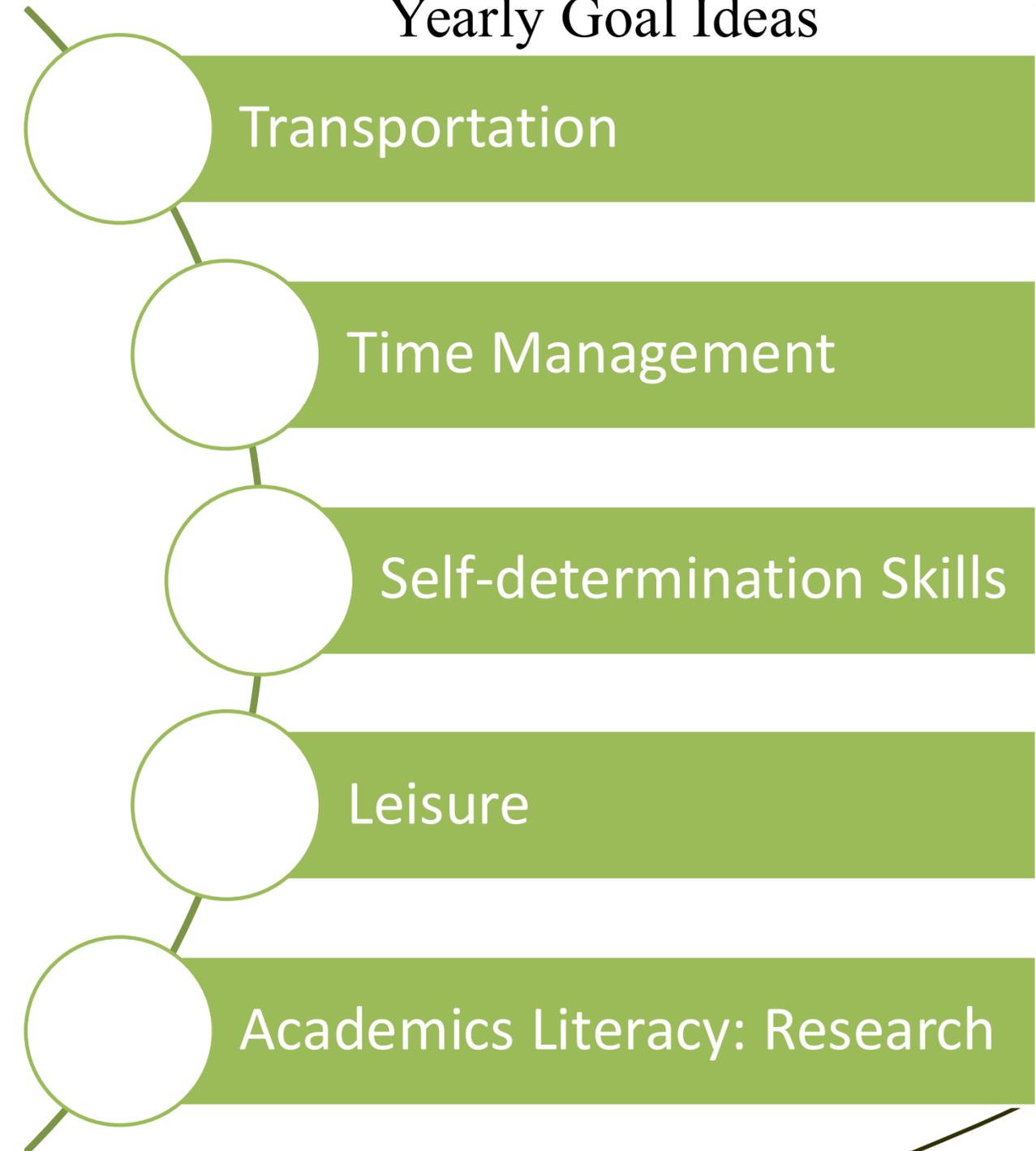
The first focuses on outcomes and measurable achievement.
The second describes a process, not a post-school result.

NTACT Example: Independent Living Jayden's Postsecondary Goal

Well-written Post-graduation Goal

Jayden will locate and join at least three community-based communities, groups, or organizations aligned to his interests of sports, movies, or exercise.

Yearly Goal Ideas



Key Takeaways & Moving Forward

Three Essential Imperatives for IEP Teams



01

Capture postsecondary goals in concrete, measurable terms

02

Write annual IEP goals that build skills toward those outcomes

03

Match transition services directly to established goals

“Adulthood’s coming — plan ahead.”



What is the purpose of transition planning?



<https://tinyurl.com/Gilleytransition101>

THE BIG PICTURE

Your first day of adulthood should be no different than your list day of high school!

Val Mazzotti:

NEW: Transition Competencies



NEW: Transition Competencies

Updated Transition Competencies: Defining Excellence for Postsecondary Outcomes



Visual from Stacie Dojonovic, PhD

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Resource List

Not exhaustive

- [NTACT](#)
- [Transition Coalition](#)
- [Zarrow Center](#)
- [Vanderbilt Transition Tennessee](#)
- [Think College](#)
- [IRIS Center](#)
- [Let's Go Learn Transition Curriculum](#)
- [SDLM](#)
- [Council for Exceptional Children Professional Organization \(CEC\)](#)
- [CEC Division on Career Development and Transition \(DCDT\)](#)
- *See more from resource list document*

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- Reach out to us to learn more – we would love to hear from you!
- Late Fall campus visits for potential students available (with funding options)



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R1

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The Carnegie Classification of Institutions of Higher Education recognizes Baylor as a "Doctoral University: Very High Research Activity" or "Research 1" institution.

BCDF

BAYLOR CENTER FOR DISABILITY AND FLOURISHING

Our students and faculty collaborate on wide-ranging research and community projects within this leading interdisciplinary center.

Program and Timeline

The PhD in Educational Psychology requires 72 credit hours, with 42 hours of core courses including research methods and dissertation, and 30 hours of specialized courses for Special Education. The program typically takes 4 years to complete, including 3 years of coursework and 1 year of dissertation.

Application Deadlines

Applicants who submit their application and materials prior to the priority deadline will have priority consideration for funding.

- Dec. 1 – Priority for Summer/Fall
- Feb. 1 – Final for Summer/Fall



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Department of Educational Psychology



Faculty Advisors Special Education Specialization



Bree Jimenez, Ph.D.

*Department Chair, Educational Psychology
Professor*

Dr. Jimenez' research focuses on general curriculum access and assessment for students with intellectual disability and autism. Specifically, her research focuses on math, science, and STEM instruction for students with moderate to severe intellectual disability and autism.

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Mack D. Burke, Ph.D.

Professor

Dr. Burke teaches graduate coursework in positive behavioral support and single-subject research methods. He regularly provides technical assistance on school-wide positive behavior support and evidence-based social and behavioral practices to school districts.

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Erik W. Carter, Ph.D., FAIDD

Luther Sweet Endowed Chair in Disabilities

Executive Director, Baylor Center for Disability and Flourishing

Dr. Carter's research and writing focus on principle-driven and research-based strategies for promoting full participation, relationships, and valued roles for children and adults with intellectual and developmental disabilities (IDD).

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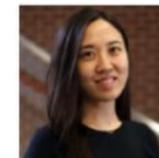


Deidre Gilley, Ph.D.

Assistant Professor

Dr. Gilley's research focuses on targeting in-school predictors of post-secondary outcomes for individuals with IDD, primarily using mixed-methods and single-case design to identify and validate evidence-based practices to support general curriculum access in mathematics. She also researches the instructional emphasis and incorporation of self-determination.

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Gospel Y. Kim, Ph.D., BCBA-D

Assistant Professor

Dr. Kim's research focuses on disseminating and implementing evidence-based interventions in community settings to support young autistic children and their families. Her work is grounded in community-based participatory research (CBPR) and implementation science frameworks.

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Department of Educational Psychology

THANK YOU! Let's Continue the Conversation!



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Let's do some research together!