



2026 SUMMER INSTITUTE

Free In-Person Event —
Open to the Public

Utilizing distance learning and technology, math instruction, literacy instruction, and school leadership to Support School-Aged Children with Severe Emotional and Behavioral Disorders

Interested in Attending?

If interested in attending, please email Tracy-Ann Gilbert-Smith at tgsmith@usf.edu or scan the QR code to complete the RSVP link (<https://bit.ly/2026iseba-sum-inst>)



No CEUs for the Summer Institute. A certificate of attendance will be provided.

More Information:

Tracy-Ann Gilbert-Smith
Email: tgsmith@usf.edu

ABA,
College of Behavioral &
Community Sciences
&

Master of Art in Teaching,
College of Education



Friday • May 29, 2026 • 9am – Noon

MHC 1503

The Science and Art of Reading for Students with Emotional and Behavioral Needs

Janet Outlaw, Ph.D.

This presentation will introduce effective early reading instruction, based on the science of reading. Participants will develop an understanding of evidence-based strategies for phonological and phonemic awareness, phonics, fluency, vocabulary, and comprehension instruction. To support data-based and differentiated instruction, participants will learn about literacy assessments that can be implemented in multi-tiered support systems. Integrating the science and art of reading instruction, participants will also gain insight into innovative forms of literacy practitioner research to support student emotional and behavioral needs.

Friday • June 5, 2026 • 9am – Noon

MHC 1503

The Imperatives of Decision Making in Educational Leadership

Zorka Karanxha, Ed.D.

This presentation will focus on different leadership frameworks that are prevalent when it comes to policy and decision making. Participants will engage in determining their leadership and ethical values and principles and prioritizing these values in their work. Furthermore, participants will engage in the process of leadership decision making through case study teaching methodology.

Friday • June 12, 2026 • 9am – Noon

MHC 1503

It's Not Adding Up! Collaboratively Solving the Mathematics Problem for Students with Behavior and Learning Challenges

David H. Allsopp, Ph.D. (Special Education), M.Ed. (Learning Disabilities); Erica Milor, Ph.D. (Special Education), M.A. (ABA), BCBA; Rachel Giovagnoli, Ph.D. Candidate (Special Education), M.A. (ABA), BCBA

This presentation will share research and practice that supports both behavior analysts and special education teachers to consider how their collective expertise can be leveraged to advance positive mathematics outcomes for students with behavior and learning challenges (with and without identified disabilities). Participants will be engaged in considering 1) why mathematics can be daunting for students with behavior and learning challenges; 2) connections between mathematics learning and behavior; 3) a model for leveraging behavior and mathematics evidence based practices to improve mathematics outcomes for students with behavior and learning challenges; 4) time for reflection, sharing, and discussion throughout the session.

Friday • July 10, 2026 • 9am – Noon

MHC 1503

Best Practices & Current Trends in Online/Distance Learning

James Hatten, Ph.D.

This presentation will provide an overview of best practices and emerging trends in online and distance learning in today's rapidly evolving educational landscape. Participants will explore the continued expansion of online learning in K–12 and higher education, including the post-pandemic acceleration of digital instruction and the increasing demand for flexible, accessible learning environments. The session will highlight evidence-based strategies for designing and facilitating effective online learning experiences, including course organization, student engagement, communication practices, and assessment in virtual settings. Through a combination of examples, discussion, and practical applications, attendees will gain insights into how to create meaningful, inclusive, and interactive online learning environments that promote student success. Emphasis will also be placed on addressing common challenges in online instruction, including student motivation, presence, and equity in access to technology.