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## AASC Sponsored Summer University Sessions

Join us this summer to build your district's capacity for training, implementing, and sustaining evidence-based practices that improve outcomes for students with disabilities.

We will hold follow-up virtual sessions during the school year with our presenters, allowing you to ask questions and network with others about implementation.

**[Click Here for Information on Summer University](#)**

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## Systems for Sustainability

The Systems for Sustainability professional learning consists of training to build the capacity and infrastructure to support the implementation and sustainability of any evidence-based practice. This session is designed for those who support and train data-based decision-making and progress monitoring for students in both general and special education classes.

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## Data Based Decision Making

**Date:** June 10-11 (2 Day Session)

**Title:** Data-Based Individualization (DBI): Applications in Reading, Writing, and Mathematics (Two-Day Training)

**Description:** Heard about DBI in the past, but not sure how it applies to you as a teacher, or to your building or district? Not sure how you might be able to utilize DBI in your classroom right away, with both students with academic difficulties and students who have IEPs? Look no further than this session! We will spend time discussing the overall DBI framework, and then will dig into how DBI applies in reading, mathematics, and writing. Evidence-based resources will be shared, including many that are free or low cost. The overall objectives of this session are: 1) participants will be able to describe the key components of DBI, including how they apply to each participants' situation; 2) participants will be able to access and implement assessments, intervention, and decision-making tools in reading, writing, and mathematics; 3) participants will be able to articulate their plan for next steps in the DBI implementation process.

**Presenter:** Dr. Erica Lembke

### About Dr. Lemke



Dr. Erica Lembke is a Professor in the Department of Special Education and Associate Dean of Research in the College of Education and Human Development at the University of Missouri. Dr. Lembke came to Mizzou in 2003 and has served in administrative roles in the College that include 5 years as Department Chair and 1.5 years as interim Dean. Her research interests include data-based decision making, assessment and intervention for students at risk and with disabilities and their teachers, and her current federally funded grants are directed towards teacher and school professional learning. She has participated as a Principal Investigator (PI) or Co-PI on close to \$40 million in federally funded projects.

## Practices Across the Tiers

The Practices Across the Tiers focus on specific evidence-based instructional practices to intensify instruction in reading, writing, and math at both the elementary and secondary levels, along with high-leverage practices for students with disabilities. These sessions are geared for teachers, instructional coaches, and others who can provide training, coaching, and support with implementation across classrooms.

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## Math Sessions

**Date:** June 10, 2025 (One Day Session)

**Title:** Building K-5 Mathematics Proficiency Using Evidence-Based Approaches

**Description:** Mathematics content is highly compressed in the early grades. Recent research links the benefits of early mathematics proficiency to success in advanced grade and course levels. In this interactive workshop, Brad will present a data-based instruction and intervention framework and work with participants to build mathematical progressions. We will be applying evidence-based approaches (i.e. multiple representations, incremental rehearsal, and schema-based instruction) to K-5 math constructs (e.g. computational fluency, vocabulary, and word-problem solving).

**Presenter:** Dr. Brad Witzel

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**Date:** June 11, 2025 (One Day Session)

**Title:** Evidence-Based Secondary Mathematics Instruction and Intervention

**Description:** Proficiency with secondary math is linked to multiple career and advanced education opportunities in addition to daily living aspects of adulthood. However, for many students with a history of math difficulties, learning advanced

mathematics is challenging. Several students have large gaps in their learning (aka the Arithmetic to Algebra Gap) that must be addressed while learning grade-level standards. In this interactive workshop, Brad will share present data-based approaches (i.e., explicit instruction, mnemonics, formative assessment, general heuristics, and multiple representations) specific to secondary math content.

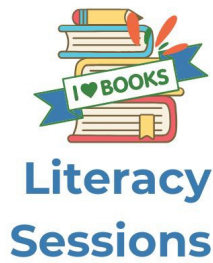
**Presenter:** Dr. Brad Witzel

## About Dr. Witzel



Dr. Witzel is the Adelaide Worth Daniels Distinguished Professor of Education at Western Carolina University. Before that he served as Distinguished Professor at Winthrop University. An award-winning teacher, he worked in multiple settings teaching mainly math and science to high achieving students with learning disabilities and difficulties. His work as a teacher carries through to his research where he develops and tests mathematics interventions. Dr. Witzel has authored 10 books, over 80 professional publications and over 50 specialized manuals and multimedia works. His most recent books include *Rigor for Students with Special Needs* (Routledge), *Rigor in the RTI and MTSS Classroom* (Routledge), *Teaching Elementary Mathematics to Struggling Learners* (Guilford Press), and *Bridging the Arithmetic to Algebra Gap* (Council for Exceptional Children). Having delivered over 700 conference papers and workshop presentations, Dr. Witzel focuses on the learning of children with intensive instruction needs. He has served as a board member consulting with several states on mathematics education, RTI and MTSS. He also served as an author/panelist on the Institute of Education Sciences RTI Math Practice Guide, an author/presenter on the Kansas Math Project, and as an invited reviewer of the National Mathematics Advisory Panel Final Report.

Most importantly, he is a husband of a beautiful Occupational Therapist and father of two intellectual and outspoken young women.



**Date:** June 10, 2025 (1 Day Session)

**Title:** Strengthening Adolescent Literacy: Evidence-Based Strategies to Support Multilingual Learners and Students with Reading Difficulty

**Description:** Secondary level students need instruction grounded in the Science of Reading—but their needs differ from those in the elementary grades. This session will focus on (1) reading instructional practices effective for secondary-level students. The session will begin with an overview of a cognitive science view of reading—including the ways why secondary-age students have different needs than elementary-grade students. Then, we discuss evidence-based instructional practices aligned with reading science. Some of these strategies will extend teachers’ current practices—including polysyllabic word reading, how readers can adjust pronunciations during decoding using “set for variability”, and how to assure students comprehend sentences, paragraphs, and entire texts. Finally, we discuss strategies for providing this instruction—specifically, how to use explicit instruction to make instruction maximally effective.

**Presenter:** Dr. Devin Kearns

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**Date:** June 11, 2025

**Title:** Building Strong Foundations for Reading Success: Science-Based Strategies to Help All Readers, Including Multilingual Learners and Those with Reading Difficulties

**Description:** All students need instruction grounded in the Science of Reading. This session will focus on (1) reading instructional practices and (2) effective ways to provide instruction using explicit instruction. The session will begin with an overview of a cognitive science view of reading—including the ways in which learning to read differs for students with dyslexia and multilingual learners. Then, we discuss evidence-based instructional practices aligned with reading science. Some of these strategies will extend teachers’ current practices and introduce new strategies supported by recent research—including for phonological awareness, polysyllabic word reading, and how readers can adjust pronunciations during decoding using “set for variability.” Finally, we discuss strategies for providing this instruction—specifically, how to use explicit instruction to make instruction maximally effective.

**Presenter:** Dr. Devin Kearns

## About Dr. Kearns



**Devin M. Kearns, Ph.D.** is Goodnight Distinguished Professor in Early Literacy at North Carolina State University at Raleigh. **Devin** studies early reading. He works with colleagues in psychology, cognitive science, and neuroscience to understand the brain basis for reading. He also develops programs to improve student reading skills, especially to help with long words and for content-area literacy in middle school classrooms. In addition, he has researched best practices for implementing multi-tiered systems of support and developed an evidence-based system for helping students who need intensive intervention (in Tier 3) now used in schools nationwide. Devin frequently visits schools to help them learn about reading science and improve the support systems. He has published more than 70 papers in widely read sources like the *Journal of Educational Psychology*, the *Structured Literacy Interventions* book, and *The Reading Teacher*. He is the Chair-Elect of the Scientific Advisory Board of the International Dyslexia Association. Devin has received awards for his research and advocacy from Vanderbilt University, the Windward Institute, and the University of Connecticut.