

Are You Using IRIS Resources Effectively? Your Students May Disagree

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2023 OSEP LEADERSHIP AND PROJECT DIRECTORS' CONFERENCE





2023 OSEP Leadership and Project Directors' Conference



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Where Did This Title Come From?



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Anecdotal Data: CEC 2023

- Students
 - “We love IRIS, but it is overused.”
 - “I’ve done the same module 3 times – twice in one semester.”
 - “I enjoy the modules but wish there was follow up with my professors.”
 - “Sometimes I don’t see the connection with what we do in class.”
 - “Often times feels like busy work or a filler.”
- Faculty
 - “I’m having my students complete a module while I’m here.”
 - “IRIS is great, I have my students do several modules.”



IRIS Overuse/Burnout – It's a Real Thing

How do we stop it?



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Are You Aware of *All* of the Resources?



Careers at IRIS

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Resources PD Options Articles & Reports A

THE IRIS CENTER > RESOURCES > IRIS RESOURCE LOCATOR

Search Resources for
Enter keyword

- Topics**
- Accommodations
 - Assessment (includes Progress Monitoring)
 - Assistive Technology
 - Behavior and Classroom Management
 - Collaboration
 - Content Instruction
 - Differentiated Instruction
 - Disability
 - Diversity
 - Early Intervention/Early Childhood
 - Evidence-Based Practices
 - IEPs
 - Juvenile Corrections
 - Learning Strategies
 - Mathematics
 - MTSS/RTI (includes intensive intervention)
 - Reading, Literacy, Language Arts
 - Related Services
 - School Improvement/Leadership




IRIS Resource Locator

SORT BY:

- Modules (75)
- Case Studies (18)
- Fundamental Skill Sheets (7)
- Activities (115)
- Information Briefs (361)
- Interviews (25)
- Video Vignettes (172)
- Web Resource Directory (64)
- CONNECT Modules (7)




Wrap-Around Content Maps




Module Outline

A summary of the module's main content and media elements



Navigating an IRIS STAR Legacy Module

A video tutorial on finding your way around a module



IRIS & Adult Learning Theory

In-depth information about the adult learning theory on which our modules are based



Wrap-Around Content Map

Supporting materials to supplement information in this module

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High-Quality IEP Wrap-Around Content Map



Wrap-Around Content Map: Modules

IEPs:
Developing High-Quality Individualized Education Programs



Related Modules

- Accommodations: Instructional and Testing Supports for Students with Disabilities
- Collaborating with Families
- Evidence-Based Practices (Part 1): Identifying and Selecting a Practice or Program
- The Pre-Referral Process: Procedures for Supporting Students with Academic and Behavioral Concerns
- Related Services: Common Supports for Students with Disabilities

Information Briefs

- Choosing and Using Accommodations: IEP Team Considerations
- Considering LRE in Placement Decisions
- Facilitated IEP Meetings: An Emerging Practice
- IEP Process: Common Errors
- Least Restrictive Environment (LRE)
- Monitoring Student Progress Toward Meeting IEP Goals
- Placement, Short-and-Sweet

Activities

- Accommodations Versus Modifications

IEPs Developing High-Quality Individualized Education Programs

Interviews

- Considerations for IEP Development (Jim Shriner)

Video Vignettes

- The IEP Team Process: Chapter 1— IDEA and IEPs
- The IEP Team Process: Chapter 2— The IEP Team



The contents of this resource were developed under a grant from the U.S. Department of Education, #8325E170001. However, those contents do not necessarily represent the views of the U.S. Department of Education, and any should not be construed as endorsement by the Federal Government. Notice: OERI, Grant #8325E170001

For the full content of the IEP Content Map, please visit the link in the slide notes.



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Spend 5 minutes
exploring the
resources



What Resources Do You Use? How Do You Use Them?



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IRIS Resources Should Enhance and Connect Course Content



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Effective Strategies For Integrating IRIS Materials Into Courses



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NEVER just assign a resource; ALWAYS connect it to course content.

- Introduce IRIS to students.
- Show and explain available resources.
- Explain purpose and quality of resources.
- Talk up the value of IRIS as a resource throughout their teaching career.



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About

Help



THE IRIS CENTER > NAVIGATING THE IRIS WEBSITE

Navigating the IRIS Website

Navigating the IRIS Website: This video tour of the IRIS Website highlights our home Resources, Services, Using IRIS, Research & Evaluation, and News & Events (time: 4:



Resources PD Options Articles & Re



Our Resources

Created with the guidance of today's top experts and covering instructional and behavioral issues of critical importance to educators everywhere, IRIS resources are interactive, intuitive, and informative.

IRIS Resource Locator

Modules, case studies, activities, & more

For Faculty

Sample syllabi, curriculum matrices, & more

Evidence-Based Practice Summaries

Research annotations

For PD Providers

Sample PD activities, planning forms, & more

High-Leverage Practices

IRIS resources on HLPs

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IRIS Alignment Tools

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Portrayals of people with disabilities

New & Coming Soon

Latest modules & resources

Children's Books

Portrayals of people with disabilities

Glossary

Disability related terms

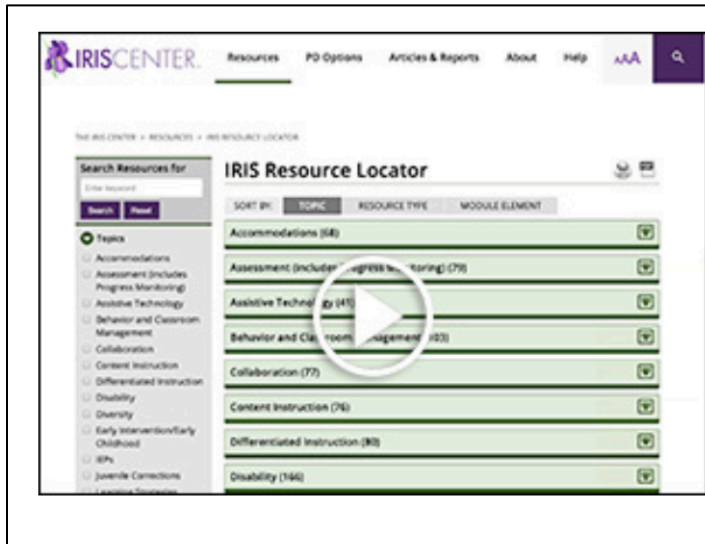
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Navigating the IRIS Resource Locator Video (IRL)



🎬 Navigating the IRIS Resource Locator (IRL)

This video demonstrates key features of the IRIS Resource Locator. The IRL is the primary search engine for these popular resources: Modules, case studies, activities, information briefs, interviews, video vignettes, and our Web resource directory. Links to CONNECT Modules developed by the Center to Mobilize Early Childhood Knowledge at the Frank Porter Graham Child Development Institute at the University of North Carolina at Chapel Hill can also be found here (time: 3:30).



Modules

- Give directions to the module instead of linking the module. This forces students to learn/use the IRL to locate resources.
- Show estimated completion time in assignment. Also listed on module.
- Encourage students to use the module outline.
- Students can complete the entire module or parts of it in class, in pairs or small groups, or as homework. Make sure the entire module is eventually completed.
- Complete module in class. Assign Perspective and Resources pages to small groups as jigsaw.



How Administrators Can Support the Development and Implementation of High-Quality IEPs

Use this outline to follow along with the module's main features. The blank "Notes" panels below each section are interactive and can be filled in using Adobe Acrobat. Otherwise, print this document and record your notes by hand.

Module Home

- **Module Description:** Specifically designed with school administrators in mind, this module offers guidance on how to support and facilitate the development and implementation of high-quality IEPs, including the monitoring of student progress (est. completion time: 2 hours).
- **Link:** IRIS PD Certificate for this module
- **Link:** Play the Kahoot!
- **STAR Legacy Cycle**
- **Related to This Module**
 - **Link:** Module Outline
 - **Video:** Navigating an IRIS STAR Legacy Module
 - **Link:** IRIS and Adult Learning Theory
 - **Wrap-Around Content Map**

Challenge

- **Video:** A few months into her new role as principal of Washington County Elementary, Ms. Pederson is beginning to feel the pressure of the many competing demands for her time: academic achievement, attendance, student behavior, personnel, parental engagement, community partnerships. There are just so many responsibilities, some of them unexpected..

Notes

A large, empty light blue rectangular box intended for taking notes, positioned to the right of the "Notes" label.

Initial Thoughts

Modules

- Complete Challenge and Initial Thoughts in class and assign module for homework, complete Wrap-up in class.
- Use Initial Thoughts to tease out misconceptions.
- Assign module as homework, then complete Assessment questions in small groups or as jigsaw in class.
- Encourage students to complete the Module Feedback Form located within each module.
- Allow students to complete a module of choice to meet a need or answer a question.
- Assign module to practicum student or student teacher to address an issue.
- Assign module to train supervisors of field experiences.
- Other



Suite of Supporting Materials



Fundamental Skill Sheets

Primer/Reminder



Fundamental Skill Sheet Behavior-Specific Praise

What Is It?

Behavior-specific praise is a positive statement directed toward a student or group of students that acknowledges a desired behavior in specific, observable, and measurable terms.

What Do We Know About This Skill/Practice?

Behavior-specific praise has been proven effective through many years of research and practical application. Research indicates:

- Behavior-specific praise is a highly effective strategy that teachers can use both to increase positive behavior and decrease problem behavior.
- The use of behavior-specific praise is linked to increases in student on-task behavior and compliance.
- Behavior-specific praise can be effectively used among students with or at risk for emotional and behavioral disorders (EBD).
- Behavior-specific praise is most effective when delivered more frequently than reprimand statements. Some experts recommend four praise statements for every one reprimand, whereas others suggest the use of about six praise statements every 15 minutes.

Procedures

- Establish behavioral expectations:** As part of creating a safe and respectful classroom environment, establish and explicitly teach behavioral expectations—that is, the behaviors you want your students to display.
- Scan the classroom:** During instructional time, transitions, or down time, look for students engaging in these desired behaviors.
- Praise the student:** Provide behavior-specific praise to a student by stating the student's name and describing the behavior immediately after she performs it (e.g., "Johanna, thank you for cleaning up immediately when I rang the science bell.>").

Tips for Implementation

- Deliver behavior-specific praise immediately following a desired behavior or as soon after as possible.
- Deliver praise using a sincere tone of voice.
- Self-monitor your use of praise by keeping a tally of praise statements during each class period to ensure at least a 4:1 ratio of praise statements to reprimands.

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Examples Non-examples



Fundamental Skill Sheet Behavior-Specific Praise

Things To Keep in Mind

- Behavior-specific praise can be offered to an individual student, to a group of students, or to an entire class.
- The praise should specifically identify the student and the desired behavior. For example, the teacher should say, "John, you did a great job keeping your hands at your sides while walking to lunch!" instead of "Good job!"
- To be effective, praise must be age- and developmentally appropriate. Elementary school students may respond to enthusiastic praise that occurs in front of the entire class, while middle or high school students may prefer subtle praise statements.
- For some students of any age, verbal praise in front of others may be considered aversive or even stigmatizing. To meet the needs of these students, you can provide praise in a one-on-one setting or in a non-verbal manner (e.g., through a note).
- Some students might have difficulty meeting the established behavioral expectations and, therefore, might have fewer opportunities to receive praise. In these instances, you may need to carefully plan how to provide praise four times as often as reprimands. Consider the example below:

During independent work, a teacher periodically praises students who are engaged in the assigned task. However, for a student with attention issues, the teacher might need to offer praise more frequently—every few minutes—for being engaged. Once the student spends more time engaged, the teacher can decrease the frequency of praise, though still maintaining a ratio of four praises for every one reprimand.

Implementation Examples

The table below illustrates how the teacher provided behavior-specific praise when students met the classroom's established behavioral expectations. Note that the examples of behavior-specific praise both 1) identify the student or group of students who met the behavioral expectation and 2) clearly describe that behavior. Conversely, the non-examples neither identify the student or group of students nor reference specific student behavior.

Behavioral Expectation	Student Behavior	Example	Non-Example
Students come to class prepared with all materials.	All students at Table 4 brought their science journals to class.	<i>Table 4, thank you for remembering to bring your science journals to class today!</i>	<i>Good job!</i>
When someone else is talking, students raise a hand to ask a question or to comment.	Milo raised his hand to ask a question during a guest speaker's presentation.	<i>Milo, great job following the class rule and raising your hand to ask a question.</i>	<i>Thank you.</i>

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Videos



Fundamental Skill Sheet Behavior-Specific Praise

Elementary Video Example

In the video below, Mrs. D. wishes to acknowledge that Samantha has correctly headed the top of her friendly letter. Note in the example how Mrs. D. correctly implements the procedures for behavior-specific praise, but in the non-example she fails to provide behavior-specific praise.



High School Video Example

In the video below, Ms. Fischer wants to use behavior-specific praise to acknowledge that Daniel came to class prepared. Note the procedures Ms. Fischer uses to deliver behavior-specific praise in the example and where her delivery falls short in the non-example.



Foundational Research & References

- Allday, R. A., Hinkson-Lee, K., Hudson, T., Neilsen-Gatti, S., Kleinke, A., & Russel, C. S. (2012). Training general educators to increase behavior-specific praise: Effects on students with EBD. *Behavioral Disorders, 37*, 87–98.
- Cavanaugh, B. (2013). Performance feedback and teachers' use of praise and opportunities to respond: A review of the literature. *Education and Treatment of Children, 36*, 111–136.
- Fullerton, E. K., Conroy, M. A., & Correa, V. I. (2009). Early childhood teachers' use of specific praise statements with young children at risk for behavioral disorders. *Behavioral Disorders, 34*, 118–135.
- Myers, D., Freeman, J., Simonsen, B., & Sugai, G. (2017). Classroom management with exceptional learners. *TEACHING Exceptional Children, 49*, 223–230.

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Fundamental Skills Sheets

- Use in class to demonstrate discrete skills.
- Use while supervising in field placements to demonstrate skill.
- Use as a review of information taught in a previous course.
- Make available as a reference to complete an assignment.
- Use in a jigsaw activity.
- Review Fundamental Skill Sheet on choice-making and then complete a case study in which the use of choice-making is applied.
- Practice a skill with a partner.
- Other



Activities

- Brief assignments
- Cover a diverse range of topics (e.g., behavior, language disorders, appropriate terminology)
- Perfect for independent use, group assignments, or as tools to promote classroom discussion



Activity 

Behavior Assessment: Conduct an A-B-C Analysis Est. Time: 15 Minutes

Objective

Gain experience conducting an A-B-C analysis and determining the function of a problem behavior.

Overview

A functional behavioral assessment (FBA) is an evaluation technique used to determine the function of a student's behavior and the factors that maintain it. It helps teachers to understand the reason(s) (i.e., the function or functions) for a student's behavior and then to use this information to design an intervention that will help the student learn a new, more acceptable method of getting what he or she wants. The process of conducting an FBA consists of seven steps.

- Determine the Behavior's Function
 - Step 1: Identify and define problem and replacement behaviors
 - Step 2: Collect data
 - Step 3: Identify the function of the behavior
- Develop and Implement a Function-Based Intervention
 - Step 4: Design a function-based intervention
 - Step 5: Maximize intervention success
 - Step 6: Implement the intervention
- Evaluate the Effectiveness of the Intervention
 - Step 7: Evaluate the intervention

Because this activity will focus on how to determine the behavior's function, let's explore Steps 1-3:

1. **Identify and define problem and replacement behavior.** As a teacher works to eliminate a problem behavior, he or she should simultaneously reinforce a more acceptable alternative. Consider the examples below.

Problem behavior	The student refuses to do her work.
Replacement behavior	The student begins her work quietly.

2. **Collect data.** In addition to the information gathered from interviews and rating scales, an observer can conduct an A-B-C analysis to help ascertain the function or functions of a student's problem behavior. The ABC model is used to identify the:

- Antecedent: Any situation, action, or event that immediately precedes a behavior
- Behavior: An observable or measurable act
- Consequence: A response, action, or event that immediately follows a behavior



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Activities

- Use as in class activities (A-B-C behavior activity, under "Independent").
- Use as extension or assignment for module or case study.
- Independent – Use as homework or as jigsaw in class.
- Case-based – Use “What do you think?” questions to activate prior knowledge and identify misconceptions.
- Use activities as an attention-getter or teaser for a future class session.
- Use as practice (e.g., Behavior Assessment: Duration and Latency Recording).
- For graduate students, assign a book to read throughout the summer and then discuss in class in the fall.
- Show students activities to use when presenting in class (e.g., disability report assignment – He's Just a Goofy Guy, Asthma, Hearing).



Case Study Units

- Comprehensive unit of study
 - STAR (Strategies And Resources) sheets
 - Case Studies (Problem-based scenarios, three levels of complexity)
- Can be used as companions to IRIS Modules or as stand-alone exercises



Case Studies

- Review STAR Sheet as homework. Come prepared to complete case study in class.
- Think/Pair/Share in class. Find 3 'take home' ideas from the STAR sheet.
- Share STAR sheets with cooperating teachers or general educators.
- Share STAR sheets with students who are struggling in field placements



STAR SHEET Comprehension & Vocabulary: Grades 3–5 Direct Instruction

About the Strategy

Direct instruction requires the teacher to directly teach the pronunciation and definitions of new vocabulary words in a highly organized manner and to directly teach comprehension strategies in a highly organized manner.

What the Research and Resources Say

- When learning is difficult and novel, teachers must provide support for their students (Mercer, Lane, Jordan, Allsopp, & Eisele, 1996).
- Teachers must model what they want students to learn, provide guided instruction, independent instruction, and frequent feedback (NRC, 2000).
- Students must be given ample opportunities to practice the task in order to generalize the strategy to other settings (Gersten, Baker, Pugach, Scanlon, & Chard, 2001).
- Students' reading comprehension is maximized when they glean meaning from context. Students can learn a small set of words to build their vocabulary if they are taught these words "well and deep"—they receive direct instruction on the words, their meanings, and they are exposed to these words in meaningful contexts for both reading and writing (Lau & Kinzer, 1999).
- Direct instruction is highly structured and does not allow students to infer from or personalize the content; however, this technique has been especially effective for teaching reading and other subjects to students with disabilities (Gersten et al., 2001).

Types of Activities to Implement

Pre-teaching Vocabulary

One easy way to increase a student's vocabulary is to pre-teach vocabulary before a passage is read. When pre-teaching vocabulary, it is important to teach the words within the context of the passage. Carnine, Silbert, & Kame'enui (1997) suggest the following method for teaching new vocabulary words:

- State the definition and have students repeat the definition.
- Provide students with examples and nonexamples of the word in sentences.
Example: When I'm happy I smile.
Non-example: When I'm angry I smile.
- Review the new words along with those previously learned to ensure students have the words in their long-term memories.

One tool teachers use in preteaching vocabulary is the word web. See "Word in Context" below and Graphic Organizers STAR Sheet.



Case Studies

- Complete Level A in class, complete Level B or C asynchronously. Or, in online courses, set up groups in the LMS to complete Level A together and then complete level B or C as homework.
- Differentiate by grouping students by skill level. Assign each group a corresponding level from the case.
- Complete Level A at beginning of semester or program, Level B mid-semester or program, and Level C near end of semester or program.
- Use for distributed practice.
- Other



CASE STUDY

Comprehension & Vocabulary: Grades 3-5
Level C • Case 1

Overview of 3rd–5th Grade Comprehension And Vocabulary Skills

- ✓ Predicts what will happen in a story.
- ✓ Draws conclusions based on what has been read.
- ✓ Answers literal, inferential, and evaluative comprehension questions.
- ✓ Identifies the main story elements.
- ✓ Pronounces and defines new vocabulary words.

Background

Student: Beth
Age: 8.8
Grade: 3rd

Scenario

Beth is an energetic third grader who enjoys school and has many friends. Her teacher, Mrs. Edwards, reports that Beth works hard, has a positive attitude about school, and is a “teacher pleaser.” Beth has excellent math skills and does well in her content area classes where all of the reading is still done as a group. However, Beth has difficulty in the area of reading, specifically with new vocabulary and comprehension. It is the end of the second six-week grading period, and Beth’s teacher has called a meeting with the parents and the reading specialist. Mrs. Edwards’ concern is that if Beth’s reading skills do not improve this year she will have great difficulty in the fourth grade, where she will be expected to do most of her reading independently. She wants to capitalize on Beth’s positive attitude and increase her vocabulary and comprehension skills.

Areas of Strength

- Listens and participates in all oral reading activities
- Answers literal comprehension questions
- Accepts feedback and help; positive attitude

Assignment

1. Develop three or four goals for Beth.
2. Using the Comprehension & Vocabulary Grades 3–5 STAR sheets, select one strategy for each goal and explain the benefits of using this strategy to address the corresponding goal.
3. Select one goal and describe one hands-on activity that will assist Beth in achieving that goal.
4. Select one goal and describe an activity you could develop for Beth’s parents to use at home.

Information Briefs

- Use as readings for class.
- In early experience class, use to talk about disability.
- Use to respond to a student or parent question through an email.
- Encourage students to use as a reference or for vetted information to complete an assignment or write a paper.
- Use as part of a prompt for essay questions.



Least Restrictive Environment (LRE)

Note: The information included in this document presumes a broad understanding of such basic concepts as individual education programs (IEPs), IEP teams, and instructional accommodations, among others. Readers who require a primer on these topics will find many informative resources on the IRIS Center's Website, <https://iris.peabody.vanderbilt.edu/>

Introduction to LRE

Least restrictive environment (LRE) is a guiding principle in the Individuals with Disabilities Education Act (IDEA). LRE plays a critical role in determining not only *where* a student will spend her time in school but also *how* special education services will be provided. Specifically, the LRE requirement within IDEA necessitates that:

- Students with disabilities receive their education alongside their peers without disabilities to the maximum extent appropriate
- Students should not be removed from the general education classroom unless learning cannot be achieved even with the use of supplementary aids and services

LRE is determined on a case-by-case basis during the development of a student's individualized education program (IEP). During this process, the IEP team—a multidisciplinary group of professionals and the student's parents—discuss what individualized program of instruction and related services (also referred to as services and supports) the student requires based on her present levels of performance and areas of strengths and needs. These services and supports should enable the student to:

- Make progress toward meeting identified academic or functional annual goals
- Be involved and make progress in the general education curriculum, as well as to participate in extracurricular (e.g., drama club) and other nonacademic (e.g., a school football game) activities
- Take part in these activities with other students, both with and without disabilities

The term "environment" in least restrictive environment can be interpreted to imply that LRE is a place or location. In fact, LRE does not merely refer to a particular setting. Rather, identifying the LRE involves making program decisions about *what* services and supports a student needs to be successful and *where* and *how* those services and supports can be provided effectively.

FYI

IDEA is the law guaranteeing students with disabilities the right to a free appropriate public education (FAPE) that meets their individual needs.

Other Resources

- **Video Vignettes & Interviews**
 - In class examples with questions in small groups to follow.
 - Use as part of a prompt for essay questions.
- **Films and Books**
 - Be respectful and mindful of your audience.
 - Illustrate a point or learning objective.
 - Look at a particular disability's portrayal across time.
 - Compare and contrast to today's views and understanding of disability.
 - Watch the movie as homework and come to class prepared for a rich discussion.



The screenshot shows a search interface for children's books. On the left, there is a search bar with the text "Enter keyword" and two buttons: "Search" and "Reset". Below the search bar is a "Topics" section with a dropdown arrow and a list of 13 categories, each with an unchecked checkbox: Autism Spectrum Disorders, Deaf / Hard of Hearing, Deaf-Blindness, Emotional or Behavioral Disorders, Health Impairments, Intellectual / Developmental Disabilities, Learning Disabilities, Multiple Disabilities, Physical Impairments, Speech / Language Impairments, Traumatic Brain Injury (TBI), and Visual Impairments. On the right, the title "Children's Books: Portrayals of People with Disabilities" is displayed. Below the title is a paragraph of text: "Curated in conjunction with Mary Anne Prater, the author or co-author of seven books and dozens of academic journal articles on teaching students with developmental difficulties as well as special and general education topics, this search tool contains information and synopses of children's and young adult literature about or having to do with people with disabilities. This information includes the name of the author and illustrator, year of publication, publisher, appropriate grade level, and award status." Below the text is a vertical list of 13 categories, each in a light green box with a dropdown arrow: Autism Spectrum Disorders, Deaf / Hard of Hearing, Deaf-Blindness, Emotional or Behavioral Disorders, Health Impairments, Intellectual / Developmental Disabilities, Learning Disabilities, Multiple Disabilities, Physical Impairments, and Speech / Language Impairments.



Avoid the Burnout

Faculty member no longer requires students to use a textbook – just uses IRIS modules



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For Faculty Page



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IRIS Alignment Tools

Films: Portrayals of People with Disabilities

Children's Books: Portrayals of People with Disabilities

For Faculty

Navigating the IRIS Website & Resources

Using Modules & Case Studies Resources

Top Tips for Faculty

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Curriculum Matrices

Wrap-Around Content Maps

Coursework Planning Forms

IRIS & Adult Learning Theory

Answer Keys

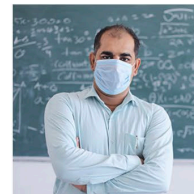
For Faculty

Looking for a way to use IRIS resources in your college or university coursework? Need information about which of our resources support and deepen one another? You've come to the right place.

This section is full of tools and materials designed specifically to assist college and university faculty as they seek to infuse and integrate more information about evidence-based practices into their courses and field-based activities. Sample syllabi, curriculum matrices, coursework planning forms, and so much more, it's all right here.



New Module: Online Course Design for College and University Faculty



Created specifically for college and university faculty, and developed in collaboration with [Vanderbilt University's Center for Teaching](#), Online Course Design for College and University Faculty overviews the basics of backward design, offering practical tips, strategies, and steps to help develop and deliver a course for and during a variety of circumstances that include face-to-face, online, and hybrid instruction. [Access the resource.](#)

For an overview of our center and a few of our most popular resource topic areas, view and download these brochures:



IRIS Resource Locator

Modules, case studies, activities, & more

For Faculty

Sample syllabi, curriculum matrices, & more

Evidence-Based Practice Summaries

Research annotations

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High-Leverage Practices

IRIS resources on HLPs

For Independent Learners

Resources & tools for independent learners

IRIS Alignment Tools

HLPs, SiMRs, & CEDAR ICs

Website Navigation Videos

Getting around our Website & modules

Films

Portrayals of people with disabilities

New & Coming Soon

Latest modules & resources

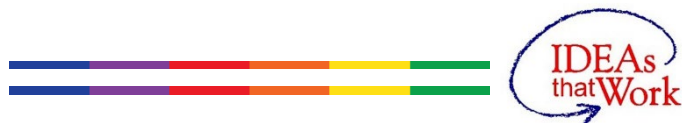
Children's Books

Portrayals of people with disabilities

Glossary

Disability related terms

<https://iris.peabody.vanderbilt.edu/resources/faculty/>



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Curriculum Matrices



Curriculum Matrix Blended General and Special Education K-6 Undergraduate Program

Course Name	Intro Special Education & Collaboration	Assessment/ PBIS	Evidence-based Practices K-6 Inclusion (Methods)
IRIS Module #1	Accessing the General Education Curriculum: Inclusion Considerations for Students with Disabilities	Classroom Management (Part 1): Learning the Components of a Comprehensive Behavior Management Plan	Content Standards: Connecting Standards-Based Curriculum to Instructional Planning
IRIS Module #2	Effective School Practices: Promoting Collaboration and Monitoring Students' Academic Achievement	Classroom Management (Part 2): Developing Your Own Comprehensive Behavior Management Plan	CSR: A Reading Comprehension Strategy
IRIS Module #3	Universal Design for Learning: Creating a Learning Environment that Challenges and Engages All Students	RTI (Part 1): An Overview	Accommodations: Instructional and Testing Supports for Students with Disabilities
IRIS Module #4	School Counselors: Facilitating Transitions for Students with Disabilities from High School to Post-School Settings	RTI (Part 2): Assessment	Differentiated Instruction: Maximizing the Learning of All Students
IRIS Module #5	The Pre-Referral Process: Procedures for Supporting Students with Academic and Behavioral Concerns	The Pre-Referral Process: Procedures for Supporting Students with Academic and Behavioral Concerns	Providing Instructional Supports: Facilitating Mastery of New Skills
IRIS Module #6	Serving Students with Visual Impairments: The Importance of Collaboration		Study Skills Strategies (Part1): Foundations for Effectively Teaching Study Skills
IRIS Module #7			Study Skills Strategies (Part2): Strategies that Improve Students' Academic Performance



Curriculum Matrices



Coursework Planning Form: Faculty Program-Wide Use

Directions: Use this fillable form to coordinate the use of IRIS across your program and courses. As a faculty, revisit on a regular basis to avoid overlap of IRIS resources.

Course/Course Title	Modules and Case Studies	Other Resources



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Coursework Planning Forms



Coursework Planning Form: Faculty Syllabus Planning Form

Directions: After exploring Modules, Case Studies, Activities, Information Briefs, Video Vignettes, and Interviews, use this form to compile your notes for a specific course(s) you teach, noting on this fillable form how you will use these IRIS resources.

Course:

Week/Session/ Topic	IRIS Resources Module, Case Study, Activity, Information Brief, Video Vignette, Interview, Fundamental Skill Sheet	How Used




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2023 OSEP LEADERSHIP AND PROJECT DIRECTORS' CONFERENCE





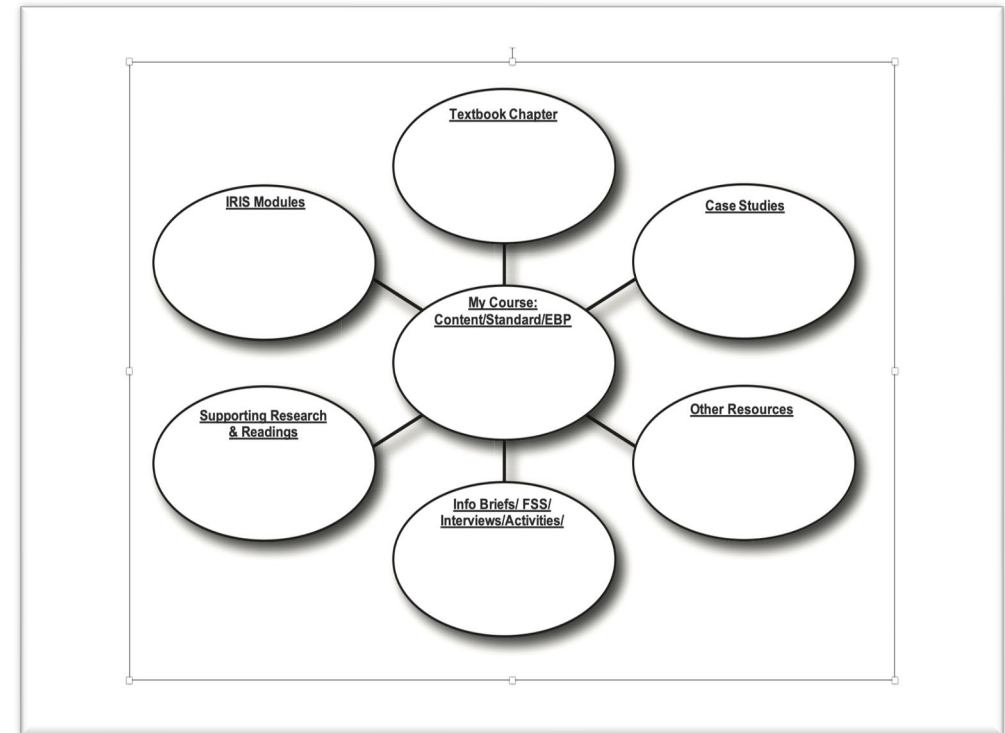
Coursework Planning Forms

 **IRISCENTER.**

Coursework Planning Form: Faculty
Topic at a Glance: Course Graphic Organizer

Directions: Use this fillable form to help you merge your current course materials with IRIS resources for a particular week or topic. As you plan, it is helpful to focus on specific content/standards/EBP to guide your work. The "Other Resources" could include the Video Vignettes, Glossary, Web Resource Directory, or Book search tool found on our [Website. iriscenter.com](http://Website.iriscenter.com)

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Answer Keys

THE IRIS CENTER > RESOURCES > FOR FACULTY > ANSWER KEYS

IRIS Resource Locator

- Evidence-Based Practice Summaries
- High-Leverage Practices
- IRIS Alignment Tools
- Films: Portrayals of People with Disabilities
- Children's Books: Portrayals of People with Disabilities

For Faculty

- Navigating the IRIS Website & Resources
- Using Modules & Case Studies Resources
- Top Tips for Faculty
- Sample Syllabi Collection
- Curriculum Matrices
- Wrap-Around Content Maps
- Coursework Planning Forms

Answer Keys


These handy guides are great tools for instructors who wish to build on their knowledge of IRIS resources prior to classwork. They include answers to the assessment questions included in our modules and case studies and in a select group of our activities.



Answer keys are available for college and university faculty and for professional development providers. Please log in below to access the answer keys. If you do not yet have a password, please contact us at iris@vanderbilt.edu. We will need to know your email address, name, and institutional, departmental, or organizational affiliation. We will get back to you promptly with further details.

Username

Password

Remember Me

I'm not a robot  [reCAPTCHA](#)
[Privacy](#) - [Terms](#)



Questions/Comments



Resource Spotlight

- Individuals with Disabilities Education Act (IDEA) website
 - Brings together IDEA information and resources from the Department and its grantees.
 - <https://sites.ed.gov/idea/>
- IDEAS That Work
 - For information from research to practice initiatives funded by OSEP that address the provisions of IDEA and ESSA. This website includes resources, links, and other important information relevant to OSEP's research to practice efforts.
 - <https://osepideasthatwork.org/>





2023 OSEP Leadership and Project Directors' Conference



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