The IRIS Center Quarterly Report

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Administrative Progress Report:

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Sarah Allen
Research to Practice Division
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Naomi Tyler, Director

iris.peabody.vanderbilt.edu iriscenter.com

Our Quarter At-A-Glance: The IRIS Center presents these quarterly reports as a narrative of our efforts and a detailed account of our work and progress. Below are just a few highlights from the previous three months. We invite you to read on for further details of all this and so much more.

- IRIS now has **two new team members**: resource developer, Sarah Price, and technical assistance coordinator, Sarah Semon.
- Our **second Virtual Workshop** for doctoral scholars is underway.
- **Five IRIS modules**—four related to addressing challenging behavior and another focused on the inclusion of students with significant cognitive disabilities—are in development
- **Two presentations** for the virtual OSEP Leadership and Project Directors' Conference were recorded and the **exhibit booth** was set up.

PROJECT INFRASTRUCTURE: *IRIS is engaged in a continuous effort to improve and expand the quality and reach of our resources through ongoing infrastructure development and enhancement.*

⇒ **Learning Management System:** Efforts are underway to replace our School & District Platform's dashboard with a more sophisticated and efficient learning management system (LMS). IRIS will implement the LearnDash PD platform, facilitating a more fluid interface for our users and offering greater flexibility, more accurate data tracking, improved customization of modules, and expanded options for assessments, among much else. The LearnDash platform is being configured to work seamlessly with IRIS's main WordPress site and to display the information needed by school and district administrators. We anticipate this will be completed by early fall, at which time we will begin beta testing.

⇒ **New Listserv Host:** As noted in the previous report, in January IRIS was required to switch to a new digital marketing platform (MyEmma) for disseminating our newsletter and e-blasts. During the past two quarters, we spent a great deal of time and effort working with Vanderbilt University IT to gain access for relevant staff and to address technical issues. We are happy to announce that those issues have been resolved and we are now ready to send newsletters and e-blasts to our ever-growing listserv database.

⇒ **Personnel Changes:** We are excited to announce and introduce two new members of the IRIS team: Sarah Price and Sarah Semon. Sarah Price, who began in mid-June, is a member of the resource development team. She comes to us with a master's degree in special

education from Vanderbilt University and experience as a special education teacher and tutor. Sarah Semon, our technical assistance coordinator, also joined us in June. She has a Ph.D. in curriculum and instruction in special education from the University of South Florida. Her broad and extensive range of experiences—general and special education teacher, college instructor at the undergraduate and master's levels, professional development provider at the district and state levels, among others—will be invaluable as she guides and increases the infusion of IRIS resources into professional learning opportunities offered by districts and states. Additionally, we bid farewell to Jason Miller, our long-time editor and social media coordinator. We wish him the best in his future endeavors.

⇒ **Careers at IRIS:** With the departure of Jason Miller (see above), we posted a notice for a Communications Coordinator. We have attracted an overwhelming number of applicants, some of whom we have asked to complete a written assignment as the next stage of the process. Additionally, we reposted the notice for a Senior Programmer (Web Developer) position for which we have had few qualified applicants. Due to the nature of the work, we are looking to hire someone with very specific qualifications and hope to locate an applicant with the experience and knowledge needed for this role. We hope to fill both positions soon.

PRODUCT DEVELOPMENT: *IRIS develops online resources about evidence-based instructional and behavioral practices to help improve the education outcomes of all students, particularly struggling learners and those with disabilities. Created with the assistance of many of the top experts in their fields, IRIS resources—whether modules, case studies, fundamental skill sheets, or many others—are innovative, interactive, and practical for use in college and university coursework, by PD providers, and by teachers in today's classrooms.*

Modules: The signature resource of our center, IRIS Modules cover information about fundamental topics and evidence-based instructional and behavioral practices on a wide variety of topic areas, including classroom behavior management, MTSS/RTI, and high-quality IEPs, to name but a few.

⇒ **Inclusion of Students with Significant Cognitive Disabilities:** IRIS is collaborating with the TIES Center, the national technical assistance center on inclusive practices and policies, to develop a module focusing on the inclusion of students with significant cognitive disabilities in general education classrooms. This quarter, IRIS began "IRISizing" the revised content that the TIES Center staff delivered last quarter. We anticipate posting the resource on the IRIS Website in late summer.

⇒ **Classroom Behavior Management:** Kathleen Lane, the original content expert for *Addressing Disruptive and Noncompliant Behaviors Parts 1* and *2*, provided revisions for *Part 2*. This quarter, IRIS completed drafts and team reviews for both modules. During the development process, we decided to expand this series. Instead of two modules, we will develop an elementary and a secondary version for each. We have been collaborating with Dr. Johanna Staubitz, a Vanderbilt University faculty member and director of VU's applied

behavior analysis (ABA) program, and two Vanderbilt graduate students to develop scripts for videos that will be included in these modules. Although filming for the elementary video clips for the first module was scheduled this quarter, it was unfortunately canceled first due to an outbreak of COVID among the student actors who are attending a summer camp at the school in which we will be filming and then again due to hallway renovations in the building. We plan to post the elementary versions of the modules this summer and the secondary versions in the fall.

⇒ **Spanish Translations:** This quarter, we posted four modules that were translated into Spanish:
   o *Manejo de la conducta en el salón de clases (Parte 2, Primaria): Elaborar un plan de manejo de la conducta,* the Spanish translations of *Classroom Behavior Management (Part 2, Elementary): Developing a Behavior Management Plan* (posted May 1, 2022)
   o *Manejo de la conducta en el salón de clases (Parte 2, Secudaria): Elaborar un plan de manejo de la conducta,* the Spanish translation of *Classroom Behavior Management (Part 2, Secondary): Developing a Behavior Management Plan.* (posted May 1, 2022)
   o *Enseñanza de lectura secundaria (Parte 1): Enseñanza de vocabulario y comprensión en las áreas de contenido*, the Spanish translation of *Secondary Reading Instruction (Part 1): Teaching Vocabulary and Comprehension in the Content Areas* (posted May 2, 2022)
   o *Implicar a las familias: Colaborar con las familias de estudiantes con discapacidades*, the Spanish translation of *Family Engagement: Collaborating with Families of Students with Disabilities* (posted June 20, 2022)

Fundamental Skill Sheets: Practical and informative, IRIS Fundamental Skill Sheets offer educators quick primers (or reminders!) about discrete skills and practices indispensable to their role as effective classroom teachers.

⇒ **FSS for Virtual Environments:** Through collaborative efforts with Kathleen Lane from the center for the Comprehensive, Integrated, Three-Tiered Model of Prevention (Ci3T), IRIS posted the second of two fundamental skill sheets (FSS) that describe low-intensity strategies for virtual learning environments during this quarter (*Virtual Instruction: Precorrection*).

Information Briefs: These online resources developed by other programs and centers are collected and curated by IRIS as supplemental materials. Information briefs cover everything from accommodations for students with disabilities to Universal Design for Learning and peer-assisted learning strategies.

⇒ **Collection Overhaul:** Our entire collection of more than 300 information briefs is undergoing a significant overhaul, which includes removing older or outdated resources and adding more recent and relevant briefs. To make the task more manageable, we have categorized briefs under topic areas for review by expert panels. This quarter, reviewers completed their feedback for three topic areas (Learning Strategies; Content Instruction;

and Reading, Literacy, and Language Arts). Recommended briefs were added to the collection and many outdated briefs were deleted. This extensive revision to the information brief collection required that we update the Wrap-Around Content Maps for modules and case studies, which was a substantial task—one that will have to be repeated throughout this process. Although postponed during this quarter, we plan to send additional topics to reviewers in the coming quarter.

IRIS Online Tools: From a glossary of terms related to disabilities to the IRIS Books and Films Tools to our Evidence-Based Practice Summaries, IRIS online tools are user-friendly, informative, and always growing.

⟹ **IRIS Glossary:** This searchable glossary of definitions for the disability-related terms covered in many of our resources is currently undergoing revision. Although great progress was made on this resource during the previous quarter, it has once again been put on hold to address other priorities. Once complete, we will share this resource with the National Center on Intensive Intervention (NCII), which we expect to do in Year 5. For more on this, see the Collaboration section below.

DISSEMINATION: *IRIS disseminates news of its resources through a wide variety of means, both universal, targeted, and individualized. The IRIS Website, awareness activities, conference presentations and exhibition appearances, and a multi-part social media presence, all are key components in our plan to reach and communicate with IRIS consumers.*

Awareness Activities: Key to our center's ongoing dissemination efforts is the development and expansion of multiple elements that, together, form the basis of our campaign to get the word out about IRIS and our resources. More about these can be found in the items below.

⟹ **IRIS Prep Talks:** This new activity, which was initiated during the previous quarter, introduces college and university faculty to other OSEP-funded centers and provides participants with an opportunity to learn about free, ready-to-use resources to support course instruction in key topic areas. In April, IRIS hosted its third Prep Talk with CADRE. Melanie Reese, the director of CADRE, shared information about the center's resources on dispute resolution. IRIS then shared about resources that could be used to support this topic, including our modules, *Family Engagement: Collaborating with Families of Students with Disabilities* and *IEPs: How Administrators Can Support the Development and Implementation of High-Quality IEPs* and an IRIS Activity, *Special Education Acronyms*. ([Click here to view this Prep Talk.](#)) Feedback from participants was overwhelmingly positive. Of the 36 registrants, 14 attended and more than 30 have viewed the YouTube video of the recorded session. The five participants who completed the survey reported the following.

Session Ratings
(Average rating on a 5-point Likert scale)
Quality: 4.6
Relevance: 4.8
Usefulness: 4.8

Item Ratings
(Respondents reporting "very" or "extremely")
100%—Likely to rethink or redesign some component of work after hearing guest presentation
100%— Think that the extent of awareness of resources from IRIS and guest centers can be combined to increase depth or breadth of coverage on this topic

Participant Feedback

- I really liked the brief and highly applicable format of this event.
- Great session. Resources very user - friendly.
- This was wonderful! I would like to have had a full hour with a bit more detail. It's such good content, and it flew by.

Although we originally planned for a four-part series, due to other priorities for our center as well as the feature center (TIES), we decided to postpone the fourth Prep Talk. However, we do plan to host a webinar with TIES later in the summer to disseminate information about our collaborative module about the inclusion of students with significant cognitive disabilities (see the Development section for more information).

⟹ **National Resource Center for Paraeducators, Related Services Providers, and Interveners (NRCP):** NRCP has been curating a collection of quality resources for related service providers and reached out to IRIS about linking to one of our modules. In response, we shared that we had other modules that provide information for or about related service providers. In the coming weeks, they will be linking to the six IRIS Modules that we recommended. Through this activity, we hope to increase the awareness and use of IRIS resources among related service providers.

⟹ **National Association of Community College Teacher Education Programs (NACCTEP) Educational Partnership:** NACCTEP continues to increase knowledge and awareness of IRIS resources among community college teacher preparation faculty. As the first Educational Partnership Member of NACCTEP, IRIS is featured as a partner on NACCTEP's Website and promoted on their social media platforms. An article about IRIS will be published in NACCTEP's next quarterly newsletter and IRIS will present at a NACCTEP monthly coffee chat in the fall.

⟹ **CEC Partner Directory:** In June, IRIS renewed its listing in the Council for Exceptional Children (CEC) Partner Solutions Directory, which serves as a guide to businesses, organizations, and resources that support the special education community. The directory was launched last year with IRIS as an inaugural member and featured partner. Our continued partnership will allow us to disseminate information to special educators across the nation. In addition to providing a description of our center and a link to our Website's homepage, this posting will include links to featured resources, videos, and handouts.

Additionally, CEC will send a back-to-school e-blast highlighting IRIS resources in August and throughout the month of October.

⇒ **Listserv Notices:** Our current contacts list, through which we disseminate our newsletters as well as occasional e-blasts (e.g., announcements about new or revised modules, field-testing opportunities), continues to increase at an outstanding rate, increasing to over 37,000 enrollees this quarter.

⇒ **Social Media:** Our center's social media following and number of engagements continue to grow at a steady pace. As of this report, IRIS has 4,568 followers on Twitter.

Presentation & Outreach Efforts: Throughout the year, IRIS attends local, regional, and national conferences to keep target audiences up to date on new and revised IRIS resources. Information about upcoming presentations is below.

⇒ **Conference Proposals, Presentations, and Booths:** Our dissemination plan is designed to reach an ever-increasing number of diverse user groups.

✦ **OSEP Leadership and Project Director's Conference:** This quarter, IRIS prepared for the OSEP Leadership and Project Director's Conference, which will be held virtually July 18–21, 2022.

- **Presentations:** IRIS recorded and submitted two presentations for the conference. The first was a five-minute poster session on new and updated IRIS resources related to classroom behavior management. For the second presentation, "Using IRIS Center Resources to Support Educators in Alabama," IRIS was joined by Gwen Preston and Elizabeth Greene of the Alabama State Department of Education, Office of Special Education Services, who shared how they have been using IRIS in their state. One highlight of the presentation was a demonstration of how 16 IRIS Modules and other resources are embedded into Alabama's new pathway to certification, a temporary special educator certificate. The session video includes a demonstration of how Schoology is used to access the resources and ways that self-grading options were built into the platform.

- **Exhibit Booth:** IRIS also set up a virtual booth, which will feature two videos (*Meet the IRIS Center* and *Classroom Behavior Modules*), our recently revised classroom behavior management modules, our Professional Development Certificates for Educators, and more.

✦ **TED Conference:** IRIS submitted two proposals for the TED Conference, which will be held November 8-11, 2022 in Richmond, Virginia. The first will provide information on new and revised resources that faculty can embed in their teacher preparation courses. The second— a condensed version of the doctoral scholars' workshop—is

designed to help doctoral candidates plan their courses and to identify and utilize IRIS resources effectively in those courses.

❖ **CEC Conference:** IRIS submitted five proposals for the CEC conference, which will be held March 1-4, 2023 in Louisville, Kentucky. The proposed presentations will feature resources in different topic areas (e.g., classroom behavior management, inclusive practices for students with the most significant needs), highlight ways in which IRIS resources can be used for different purposes (e.g., pre-service preparation, professional learning), and share ideas for using the resources with different audiences (e.g., college students, early career educators). IRIS will also be hosting an exhibit booth at the conference.

❖ **ESEA Conference:** IRIS submitted two proposals for the 2023 Elementary and Secondary Education Act Network (ESEA) Conference (Indianapolis, IN, February 1-4, 2023). One session will introduce participants to the wide range of IRIS resources to support their work. The other session will offer participants a hands-on experience developing learning pathways for different educator groups (e.g., early career educators, substitute teachers, paraprofessionals) to help address knowledge and skill development in key personnel shortage areas. IRIS also reserved an exhibit booth space.

TECHNICAL ASSISTANCE: *IRIS works to increase the capacity of teacher preparation programs to expand the range of resources about evidence-based practices (EBPs) in their courses and program curricula, state and local education agencies as well as PD providers to deliver effective professional development, and independent learners to enhance their knowledge and skills regarding EBPs.*

⟹ **TA & Training:** IRIS works with schools and districts to increase the knowledge and use of IRIS resources. Notes on our recent activities to this purpose can be found below.

❖ **LEAP TSL Virtual Training:** In March, IRIS met with the Michigan Local Education Agency Partnership (LEAP TSL, which is supported by a grant from the U.S. Department of Education's Teacher and School Leader [TSL] program.) along with principals, superintendents, and teachers in Michigan. The training highlighted IRIS resources and demonstrated ways they can be paired and bundled to produce engaging professional development and personalized learning activities.

❖ **IRIS Virtual Workshop for Doctoral Scholars:** IRIS is completing another virtual workshop this summer for doctoral scholars and doctoral candidates to increase their knowledge of IRIS and how to use our free online resources to deliver content about evidence-based practices in their future courses. More specifically, participants will:

- Identify resources that support their courses' core content

- Select wrap-around and supporting materials to add breadth or depth to key topics
- Learn how the resources can be effectively used in face-to-face, hybrid, and online instruction
- Explore other course planning resources

This workshop, which spans four weeks in June and July, incorporates a blended-delivery system. Participants include doctoral scholars from the University of Wisconsin-Madison, University of Louisville, University of South Florida, and Utah State University. While participating in the first synchronous session, participants engaged with IRIS ambassadors—Jordan Lukins, Kimberly Snow, Darcie Peterson—who discussed the range and depth of IRIS resources and shared how IRIS resources can support course instruction.

⇒ **School & District Platform Expansion:** Our School & District Platform is a user-friendly and flexible online tool that can help school leaders to organize and track their teachers' ongoing professional development activities. Recent items of note include:

❖ **Updating Accounts:** IRIS continues to update existing accounts in our School & District Platform, as well as to regularly contact schools and districts whose accounts have expired regarding possible renewal.

❖ **Platform Queries:** This quarter, the IRIS TA team met with, performed demonstrations of the School & District Platform for, or sent quotes to school districts in Oklahoma, Michigan, Connecticut, and Georgia.

❖ **Caney Public Schools:** IRIS is enrolling paraeducators in the Caney, Oklahoma school district, which is interested in offering professional development for its support staff.

⇒ **PD Certificates for Educators:** IRIS PD Certificates for Educators allow individual users to pursue certificates for professional development hours. IRIS keeps careful tabs on which of our resources are the most popular, and our PD offerings are no different. This quarter 26,529 PD Certificates were accessed. The top-five certificates accessed this quarter are noted below. Historically the modules *Addressing Disruptive and Noncompliant Behaviors (Part 1): Understanding the Acting-Out Cycle* and *Addressing Disruptive and Noncompliant Behaviors (Part 2): Behavioral Interventions* are quite often in the top five, however, they have been temporarily removed from the offerings, something we do 90 days prior to any revised module postings in order to give educators time to complete the certificate before it is replaced. Otherwise, the module will disappear from their account or their progress will be interrupted.

Module Title	Certificates Accessed
Accommodations: Instructional and Testing Supports for Students with Disabilities	1,485
Autism Spectrum Disorder (Part 1): An Overview for Educators	1,482
Classroom Behavior Management (Part 1): Key Concepts and Foundational Practices	1,445
Differentiated Instruction: Maximizing the Learning of All Students	1,348
Classroom Diversity: An Introduction to Student Differences	1,216

⇒ **Micro-Credentials:** IRIS received 16 submissions or resubmissions during this quarter. The submission and award/deny rates are below.

Micro-credential	Submissions	Award	Deny	Resubmissions	Award	Deny
Presentation Accommodations	4	2	2	2	1	1
Response Accommodations	3	3	0	1	1	0
Setting Accommodations	4	3	1	0	n/a	n/a
Timing and Scheduling Accommodations	2	2	0	0	n/a	n/a

EVALUATION: *The IRIS evaluation plan is designed to yield information to guide project activities and to assess whether our goals, objectives, and outcomes have been achieved. Formative and summative data are used to monitor project implementation procedures.*

⇒ **Year in Review:** A print version of our annual Year in Review, which highlights the expanding reach of the IRIS Center through charts, graphs, and infographics, has been printed. This will allow us to share with OSEP staff, legislative representatives, and others.

⇒ **Field-Testing:** This quarter, data for the two modules field-tested in the prior quarter, *Classroom Behavior Management (Part 2, Elementary)* and *How Administrators Can Support the Development and Implementation of High-Quality IEPs*, were analyzed. The tables below highlight some of these data.

Quality, Relevance, and Usefulness: Faculty and students were asked to rate the quality, relevance, and usefulness of the module using a five-point Likert scale that ranged from 1.0 (Poor) to 5.0 (Excellent).

Module	Respondents	Number of Respondents	Quality	Relevance	Usefulness
Classroom Behavior Management (Part 2, Elementary)	Faculty	2	5.0	5.0	5.0
	Students	49	4.2	4.2	4.3
How Administrators Can Support the Development and Implementation of High-Quality IEPs	Faculty	3	4.7	5.0	4.7
	Students	31	4.2	4.2	4.4

Student- Average Rating: Students were asked to rate the extent to which their awareness of, knowledge of, and ability to use evidence-based practices (EBPs) increased as a result of using the IRIS Module. They rated these items using a five-point Likert scale ranging from 1.0 (Not at All) to 5.0 (Extremely).

Module	Number of Respondents	Awareness of EBPs	Knowledge of EBPs	Ability to Use EBPs
Classroom Behavior Management (Part 2, Elementary)	51	4.1*	4.0	4.0**
How Administrators Can Support the Development and Implementation of High-Quality IEPs	30	4.2	4.2	4.1***

*n=50; **n=49; ***n=29

⇒ **Prep Talks:** Survey respondents for our third Prep Talk with CADRE on April 1 was overwhelmingly positive. The data are included in the Dissemination section above.

⇒ **IRIS Virtual Workshop for Doctoral Scholar Needs Assessment:** This summer IRIS is conducting a virtual workshop for doctoral scholars (see the Technical Assistance section above for details). Seven potential participants completed a needs assessment survey, completing questions about areas of specialization, goals for the workshop, and experiences. Data from the post-workshop and six-month follow-up surveys will be reported in future quarterly reports.

⇒ **External Evaluator:** Sarah Heinemeier of Compass Evaluation and Research continues to analyze data accessed through GoogleAnalytics, which helps the IRIS team make development and dissemination decisions. Her full analysis of our quarterly data is included in the attached report, which includes information on Website visits, visitors, user acquisitions, pages viewed per session, page depth, session duration, and more. Remaining consistent across quarters is our outbound traffic data (see pp. 7-8)—where IRIS users go

after leaving the IRIS site, often via recommended materials or embedded links in IRIS resources. Once again, the top outbound site is ies.ed.gov (Institute for Education Sciences); other OSEP-and ED-funded centers are frequent destinations as well (e.g., CPIR, CEEDAR, NCII, Center on Instruction, the National Professional Development Center on Autism Spectrum Disorder).

⇒ **Evaluation Projects:** The IRIS evaluation projects below are supported by a subcontract to the University of Georgia (UGA), coordinated and managed by Dr. Kristin Sayeski.

   ❖ **Impact Survey II (Fall 2021):** From early December 2021 through January 2022, a survey (Impact Survey II) was conducted (via our Website and listserv) with faculty, university students, professional development providers, and professional development recipients. Last quarter, we shared an infographic developed by Dr. Sayeski that provided a summary of the findings. The survey also contained feedback to a series of open-ended questions from nearly 1,100 respondents. Findings from the qualitative analysis are as follows.

   - Out of 611 qualitative responses, the top three suggested topics for a new IRIS resource were social-emotional, reading, and behavior management. This was consistent across students, instructors, PD providers, and practitioners, with one exception—instructors wanted more on IEPs rather than behavior management.
   - Out of 596 qualitative responses, IRIS Modules were the type of resource that was overwhelmingly requested (more than three times that of other types of resources).
   - The following is a visual display of commonly used words submitted by 563 respondents.

⇒ **Module Feedback:** The IRIS Module Feedback Form, an online survey, asks respondents to self-identify their current positions and to rate our modules' quality, relevance, and usefulness on a scale of 1 to 5 (5 being the highest rating). This quarter there were 2,064 respondents to this survey. The tables below contain a bit more information about those respondents.

Table 1. Current Positions

Respondents	Number
Graduate Student	465
College Student	430
Experienced Teacher	420
Instructional Assistant/Paraprofessional	345
New Teacher	191
Other	80
School Leader	71
College Faculty	21
Missing	18
PD Provider	17
Parent	6
Total	2,064

Table 2. Education Areas

Response	Number
Special Education	788
General Education	579
Early Childhood Education	356
Other	172
Early Childhood Special Education	101
Missing	48
Early Intervention Services	20
Total	2,064

Table 3. Module Ratings

|	Mean Ratings
Quality	4.6
Relevance	4.6
Usefulness	4.6

⇒ **Website Visitor Data**: During this quarter, GoogleAnalytics data showed 909,085 visits to the IRIS Website, a decrease of 2.4% over the same period in 2021. As depicted in the graph below, this year's monthly data reflect the typical "IRIS spider" pattern (monthly use increases at the beginning of the spring semester—January and February—and subsequently decreases in throughout the rest of the spring semester and summer). The removal of the two most popular modules from the PD Certificate offerings (*Addressing Disruptive Behavior, Parts 1 and 2*) may be a contributing factor to the decline. We also hypothesize that we are seeing a slight decline in the pandemic-related boosts of 2020 and 2021 and continue to work on strategic communications plans for 2022 to build on those early boosts.

Visits to IRIS Website by Month
(Google Analytics Data Only)
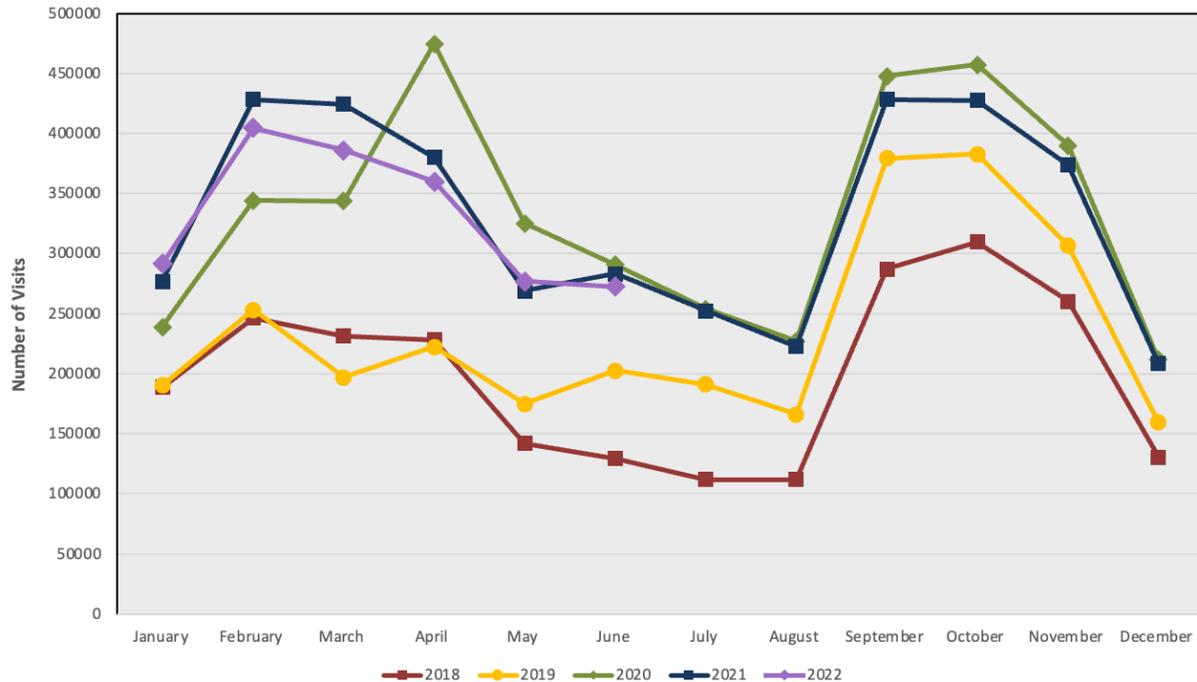
COLLABORATION & WORKGROUP ACTIVITIES: *IRIS works in collaboration with other national centers, nationally recognized education experts, and our own IRIS Ambassadors and Workgroups to improve our ability to develop resources, disseminate information about all things IRIS, and offer technical assistance and training.*

⇒ **Partnerships:** IRIS develops partnerships with other organizations to develop and disseminate information about our resources. Read on to learn about our work in this area this quarter.

❖ **University of Central Florida, DebriefScape Stepping-up Grant:** Dr. Angelica Fulchini-Scruggs serves as the IRIS liaison for the OSEP-funded Stepping Up Grant: *DebriefScape™ Suite: Personalized Dashboard and Open Education Resources for STEM Coaches to Support Special Education Teachers*. IRIS' role in the UCF Stepping Up grant is to help align IRIS open access educational resources to be embedded in the Debriefscape tool to help support special education teachers in the critical areas of science, technology, engineering, and mathematics (STEM). During this quarter, Dr. Scruggs supported the IRIS-Debriefscape collaboration by identifying IRIS resources that align with HLPs and teacher skill areas: establish learning environments; provide constructive feedback for behavior; design instruction; adapt tasks and materials; strategies to promote engagement; and provide constructive feedback for learning. Teachers who want to learn more about these skill areas will be directed to IRIS resources through links embedded into the Debriefscape platform. The image below is a screenshot from the platform, including data from a sample session conducted by Dr. Fulchini-Scruggs.
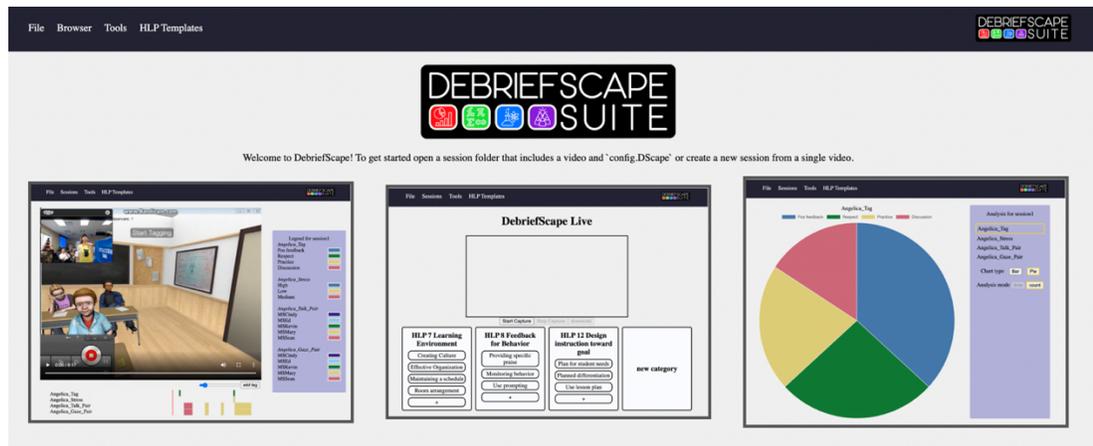
- ❖ **Ci3T:** In collaboration with the center for Comprehensive, Integrated, Three-Tiered Model of Prevention (Ci3T), IRIS completed the second fundamental skill sheet that describes a low-intensity strategy for virtual learning environments. As noted above, this new resource on virtual precorrection is posted on the IRIS Website. Additionally, Ci3T will also provide a link for its users.

- ❖ **TIES Center:** As mentioned above, IRIS is collaborating with the national technical assistance center on inclusive practices and policies, to develop a module that focuses on the inclusion of students with significant cognitive disabilities in general education classrooms.

- ❖ **NCII and PROGRESS Center:** Representatives from IRIS, the National Center on Intensive Intervention (NCII), and the PROGRESS Center continue to meet monthly (as needed) to share ideas and to discuss possible collaborative efforts.

- ❖ **Educators Rising:** Educators Rising is an organization for high school students who are interested in becoming teachers. Educators Rising, considered a "Grow Your Own" program, has a national curriculum that is included in high school classes and after-school programs. Last quarter, IRIS developed a crosswalk of our resources that align with Educators Rising year two curriculum, with recommendations for adaptations when used with high schoolers. Educators Rising is now working to embed those resources, with instructions and tips for teachers, into the curriculum.