



IRIS Center Resources

Addressing CEEDAR Innovation Configuration Topics

CEEDAR Innovation Configuration (IC) ceedar.org	IRIS Modules and Case Studies iris.peabody.vanderbilt.edu
Evidence-Based Practices for English Language Learners	<p>Modules</p> <ul style="list-style-type: none"> • Cultural and Linguistic Differences: What Teachers Should Know • Dual Language Learners with Disabilities: Supporting Young Children in the Classroom • Teaching English Language Learners: Effective Instructional Practices • Progress Monitoring: Mathematics • Progress Monitoring: Reading • Collaborating with Families <p>Case Studies</p> <ul style="list-style-type: none"> • RTI: Progress Monitoring • RTI: Data-Based Decision Making
Evidence-Based Reading Instruction For Grades K-5	<p>Modules</p> <ul style="list-style-type: none"> • CSR: A Reading Comprehension Strategy • PALS: A Reading Strategy for Grades K–1 • PALS: A Reading Strategy for Grades 2–6 • RTI (Part 3): Reading Instruction • Progress Monitoring: Reading <p>Case Studies</p> <ul style="list-style-type: none"> • Comprehension and Vocabulary: Grades 3-5 • Early Reading • Fluency and Word Identification: Grades 3-5

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Evidence-Based Reading Instruction for Grades 6-12	Modules <ul style="list-style-type: none"> • Secondary Reading Instruction (Part 1): Teaching Vocabulary and Comprehension in the Content Areas • Secondary Reading Instruction (Part 2): Deepening Middle School Content-Area Learning with Vocabulary and Comprehension Strategies • PALS: A Reading Strategy for High School • Progress Monitoring: Reading
Transition Services For Students With Disabilities	Modules <ul style="list-style-type: none"> • Secondary Transition: Helping Students with Disabilities Plan for Post-High School Settings • Secondary Transition: Interagency Collaboration • Secondary Transition: Student-Centered Transition Planning
Culturally Responsive Teaching	Modules <ul style="list-style-type: none"> • Cultural and Linguistic Differences: What Teachers Should Know • Dual Language Learners with Disabilities: Supporting Young Children in the Classroom • Teaching English Language Learners: Effective Instructional Practices
Evidence-Based Practices For Writing Instruction	Modules <ul style="list-style-type: none"> • Improving Writing Performance: A Strategy for Writing Persuasive Essays • SRSD: Using Learning Strategies To Enhance Student Learning Case Study <ul style="list-style-type: none"> • Written Expression: Grades 2–5
Principal Leadership	Module <ul style="list-style-type: none"> • Creating an Inclusive School Environment: A Model for School Leaders

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Supporting Content Learning With Technology For Students With Disabilities	<p>Modules</p> <ul style="list-style-type: none"> • Assistive Technology: An Overview • Bookshare: Providing Accessible Materials for Students with Print Disabilities • Universal Design for Learning: Creating a Learning Environment that Challenges and Engages All Students
Evidence Based Practices for Mathematics	<p>Modules</p> <ul style="list-style-type: none"> • High-Quality Mathematics Instruction: What Teachers Should Know • MTSS/RTI: Mathematics • Progress Monitoring: Mathematics <p>Case Studies</p> <ul style="list-style-type: none"> • Algebra (Part 1): Applying Learning Strategies to Beginning Algebra • Algebra (Part 2): Applying Learning Strategies to Intermediate Algebra • Mathematics: Identifying and Addressing Student Errors
Evidence-Based Practices For Improving Challenging Behaviors Of Students With Severe Disabilities	<p>Module</p> <ul style="list-style-type: none"> • Functional Behavioral Assessment: Identifying the Reasons for Problem Behavior and Developing a Behavior Plan <p>Case Study</p> <ul style="list-style-type: none"> • Early Childhood Behavior Management
Evidence-Based Practices For Classroom and Behavior Management: Tier 2 And Tier 3 Strategies	<p>Module</p> <ul style="list-style-type: none"> • Functional Behavioral Assessment: Identifying the Reasons for Problem Behavior and Developing a Behavior Plan