

THE IRIS CENTER
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Administrative Progress Report
for
Year 3, Quarter 3

Submitted to:

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The IRIS Center Quarterly Report/July–September 2015 [Year 3, Quarter 3]

The IRIS Center produces these Quarterly Reports as both a narrative of our effort and a detailed account of our work and progress. This Third Quarter of Year Three found the Center busy creating new instructional resources and materials, updating others, hosting trainings, and hosting our annual Board Meeting. Read on to learn all the latest from the IRIS Center.

IRIS BOARD MEETING

The Year 3 IRIS Steering Committee Meeting was held on July 23, 2015. The event was held virtually and hosted by the Technical Assistance Coordination Center (TACC). Taking part were Steering Committee members Nancy Vye, Laurie Dinnebeil, Cathy Kea, Katherine Mitchem, Deborah Speece, Pamela Winton, and Juliann Woods. Participating also were Leadership Team and EI/EC Task Force members Vivian Correa and Ilene Schwartz. Presenting were staff from IRIS@VU and IRIS@CGU, as well as our Center's outside evaluator, Bianca Montrosse-Moorhead. Representing OSEP were Tracie Dickson and Sarah Allen.

BUILD PROJECT INFRASTRUCTURE

See this section for brief descriptions of those items having to do with our ongoing infrastructure development and enhancement.

Activities and Progress in This Quarter:

- **The IRIS Professional Development Hours Shop:** Our IRIS PD Hours Shop is now live and receiving orders. This new feature allows IRIS users to work through any of a variety of *STAR Legacy* Modules and receive a certificate of completion and verification of effort that they can turn in to supervisors and district or state offices to apply toward professional development hours.
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MAINTAIN PROJECT BUDGET

The co-directors and budget managers at both IRIS locations carefully monitor expenditures and encumbrances. Costs for events and activities are under close scrutiny to ensure that no over-expenditures occur in Year 3.

DEVELOP

The Center develops teaching and learning tools, and content and training Modules reflecting evidence-based instructional and intervention practices. These tools are designed for use by IHE faculty, professional development providers, and practicing educators, and are high quality, useful, relevant, and non-duplicative.

Activities and Progress in This Quarter:

- **STAR Legacy Modules:**
 - A new Module on autism spectrum disorder—*Autism Spectrum Disorder: An Overview for Educators*—has been completed and posted to our Website. The Module provides information on the early signs of autism spectrum disorder (ASD), an overview of the differences between a medical diagnosis and an educational determination of ASD, multiple videos comparing typical and atypical development and behaviors in children, and videos featuring children and a young adult with ASD as they interact with their families. Resources include notes on instructional considerations for teachers who have children and students with ASD in their classrooms, as well as things to keep in mind when working with the families of those children and students. Serving as expert panel for the Module are Kara Hume of the Frank Porter Graham Child Development Institute at UNC-Chapel Hill; Lisa Ruble, Professor in the College of Education at the University of Kentucky; Evelyn Shaw of the Frank Porter Graham Child Development Institute at UNC-Chapel Hill; Wendy Stone, Director of the Research in Early Autism Detection and Intervention Lab at the University of Washington; and Phil Strain, Director of the University of Colorado-Denver's Positive Early Learning Experiences (PELE) Center. Content for the resource was developed by Ilene Schwartz of the University of Washington.
 - A pair of Modules about data-based individualization (DBI)—one on intensifying intervention and one on collecting data to make decisions—is nearing completion. We are creating the resources in collaboration with CEEDAR and the American Institutes for Research (AIR). Our experts for these resources are Rebecca

Zumeta and Sarah Arden from AIR. Serving as reviewers were expert reviewers: Devin Kearns, Jade Wexler, Sarah Powell, Chris Riley-Tilman, and Evelyn Johnson. We expect to post the Modules in the coming quarter.

- A Module about setting up early childhood environments is currently in the works. Ilene Schwartz of the University of Washington College of Education is creating content for the resource, which we expect to post during the coming quarter.
 - Another *STAR Legacy* Module—this one having to do with early childhood dual-language learners—is currently being developed with content from Rosa Milagros Santos of the University of Illinois, Urbana-Champaign. We expect to post the new resource in the coming quarter.
 - We are currently collecting data to prepare for a major revision of our Module on disability awareness, *What Do You See? Perceptions of Disability*. User surveys have been distributed and collected, and we are in the process of evaluating the accumulated feedback.
 - Our needs assessment feedback indicates strong consumer interest in another Module having to do with accommodations. We have posted surveys and collected data to determine more specifically what information IRIS users would like the new resource to cover.
- **Curriculum Matrices:** In partnership with California State University, Dominguez Hills, we are currently developing new pre- and post-curriculum matrices for the new licensure program being developed through an OSEP-funded personnel preparation project.
 - **Sample Syllabi Collection:** This collection—designed to provide examples of the ways in which information about evidence-based practices, including IRIS resources on those topics, can be integrated into coursework about all children and students, especially those with disabilities—has been updated to reflect new standards. A number of new and revised syllabi have now been posted to our Website:
 - Classroom Organization and Management (new)
 - EBP Methods for Inclusion (revised)
 - EBP Methods for Secondary (revised)
 - Field Experience (revised)
 - Foundations of Effective Assessment and Instruction (revised)
 - Intro Hybrid (revised)

- Intro Online (revised)
 - Intro PreK–2 (revised)
 - Positive Behavioral and Social Supports (new)
- **Web Resource Directory:** This list of other federally funded sites and centers has now been updated and reposted to the IRIS Website.
- **Books: Portrayals of People with Disabilities:** This searchable tool, which contains information and synopses of children's and young adult literature about or having to do with people with disabilities, is currently being updated by expert Mary Anne Prater. We expect to post the revised tool at some point in the coming quarter.
- **Video Vignettes:** This curated collection of short videos about or having to do with children and young people with disabilities and their families has been updated with four new vignettes about autism spectrum disorder. These vignettes can be viewed in conjunction with our new *STAR Legacy* Module on that same topic.
- **Information Briefs:** This collection of links to outside resources and information has been updated with five new briefs having to do with autism spectrum disorder, including one in Spanish, and seven briefs, which can be used to supplement our upcoming Modules on data-based individualization.
- **Case Study Units:** A Case Study Unit dealing with early childhood behavior management is in the works and will serve as a companion to our Module on that same topic. Jessica Hardy, a Research Associate at Vanderbilt University, provided content for this early childhood resource. The Case Study will go out for review in the coming weeks and be posted to our IRIS Website sometime during the coming quarter. A second Case Study—this one on error analysis in mathematics, was begun this quarter. This resource can be used as an accompaniment to our upcoming Modules on data-based individualization.

Activities Planned for Upcoming Quarters:

- **STAR Legacy Modules:**
 - **Post-Secondary Transition: Inter-Agency Collaboration:** We are in the very early stages of developing a Module having to do with collaborations between agencies for young adults with disabilities (ages 18–21). Mary Morningstar of the University of Kansas Department of Special Education is providing content for this resource, which we expect to complete sometime early in Year 4.

- **Student-Centered Transition Planning:** Another resource about students and young adults ages 18–21, this one about student-centered transition planning, is also in the very early stages of development and is expected to be completed during the first part of Year 4. Erik Carter of Vanderbilt University will provide expert content.
 - **Autism Spectrum Disorder:** Content for a second Module on ASD has been gathered. We expect to begin development sometime during Year 4. This content, developed by Ilene Schwartz, focuses on evidence-based practices.
 - **Case Study Units:**
 - **Error-Analysis:** A Case Study Unit on error analysis in reading is in the early stages of development. The resource will serve as accompaniment to our upcoming *STAR Legacy* Modules on data-based individualization.
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DISSEMINATE

The Center will build IHE faculty and PD providers' awareness and knowledge regarding the infusion of IRIS and other federally funded products into their courses, program curricula, and PD trainings through multiple dissemination efforts.

Activities and Progress in This Quarter:

- **Presentations and Outreach Efforts:** Throughout the year, the IRIS Center attends regional and national conferences to present on our training and instructional resources and to keep audiences up-to-date on everything that is new with IRIS. Information about presentations is below.
 - **Autism Spectrum Disorder Webinar:** On September 23, in conjunction with the Technical Assistance Coordination Center (TACC), we overviewed our new Module, *Autism Spectrum Disorder: An Overview for Educators*. Attendees received a brief overview of the IRIS Center, our resources and services, and were introduced to highlights from the Module. The archived Webinar can now be accessed via the IRIS Website.

- **Links to IRIS Resources:**
 - **OSEP:** IRIS resources are now prominently featured on U.S. Department of Education's IDEAs That Work Website (<http://ccrs.osepideasthatwork.org/>). Among the featured Modules are our three-part series on evidence-based practices and programs, response to intervention and differentiated instruction, and teaching English language learners, among others.
 - **Illinois Early Intervention Training Program:** Headquartered at the University of Illinois, the Illinois Early Intervention Training Program has requested that IRIS submit the ASD Module for a credit review. If approved, the resource would be used to offer Illinois EI credit as a Professional Development opportunity for early intervention providers in the state.
 - **Georgia Department of Education:** As part of Georgia's State Wide Induction Model (SWIM), IRIS Materials have been selected as outstanding materials to support preservice and new teachers in that state. Links to a number of IRIS Modules, as well as to our IRIS Resource Locator, can now be accessed on the Georgia Department of Education Website.
 - **The Texas Center for Learning Disabilities:** Part of the University of Texas-Austin, the Texas Center for Learning Disabilities has linked to our *PALS: A Reading Strategy for High School* Module from its own Website.
 - **STAR Services:** This organization, which provides training resources for families and professionals who support people with disabilities, is using our "Behavior Assessment: Frequency and Interval Recording" Activity in training sessions on functional behavioral assessments and data collection.
- **Articles:** The Center often publishes information about our work and our Center in various educational journals and newsletters. Among our upcoming efforts:
 - An article by Cammy Purper, Taryn VanderPyl, and Sara Werner Juarez, titled "Right at Your Fingertips: Important Web-Based Resources for Understanding Evidence-Based Practices," has been

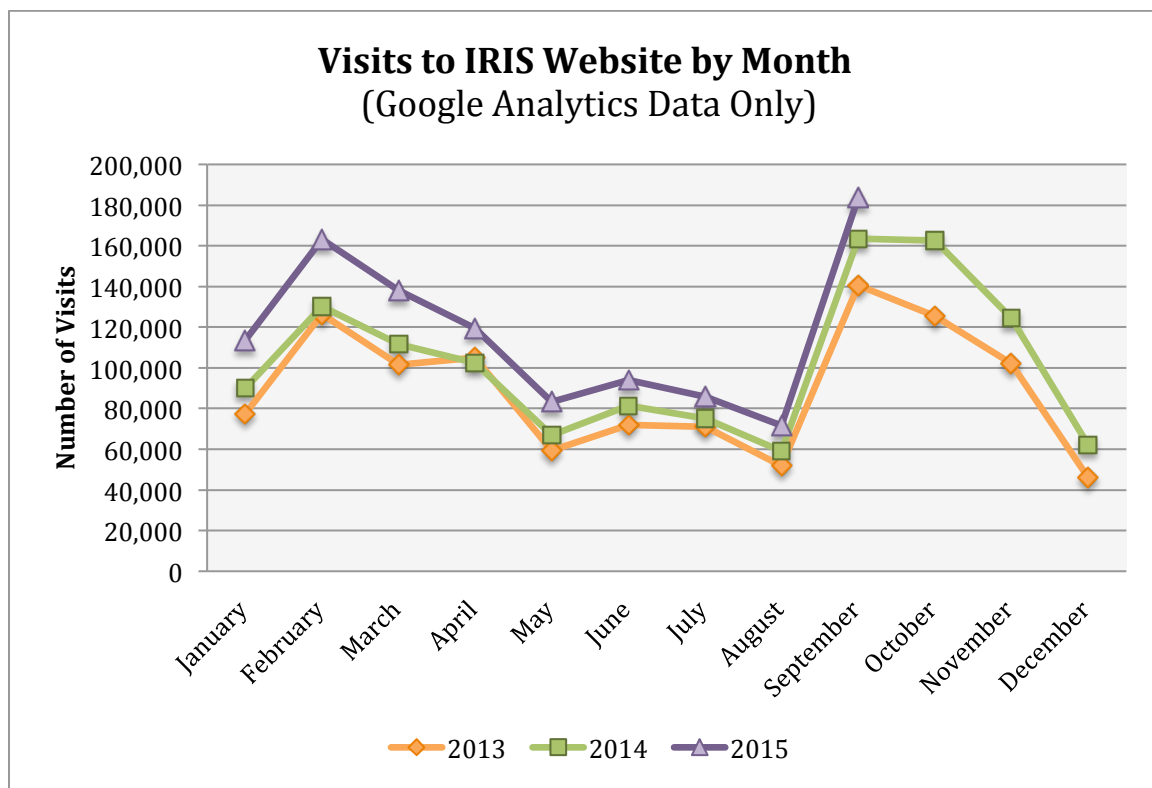
published in *Early Childhood Education Journal*. The article features information about the IRIS Center and our resources.

Activities Planned for Upcoming Quarters:

- **DEC:** On October 7–9, we will host a presentation and take part in a panel discussion at the annual meeting of the Division of Early Childhood (DEC) in Atlanta, Georgia.
- **TN-CEC:** Likewise in October, we will present on our latest IRIS resources and Website updates at the annual meeting of the TN-CEC in Nashville.
- **CLD:** On October 1–2, we will attend the Council for Learning Disabilities (CLD) conference in Las Vegas, Nevada, where we will host a pair of poster sessions and take part in a panel presentation.
- **National Center on Intensive Intervention:** On October 28, we will take part in a Webinar hosted by the National Center on Intensive Intervention to discuss our new Modules on data-based individualization. The event is part of the American Institutes for Research's (AIR) Connected Educators Month.
- **TED:** On November 4–7, we will take part in the annual conference of the Teacher Education Division (TED) of the Council for Exceptional Children in Tempe, Arizona. IRIS will make two presentations: one on our latest resources, and the second a panel discussion on our Impact Studies initiative. In addition, IRIS@CGU assisted with the IRIS Research Coaches' presentation proposal, which was accepted. This presentation will feature the IRIS Research Coaches who mentored the Impact Studies and will focus on the components of high quality research about teacher education.
- **DCDT:** On November 5–7, we will present on our *Secondary Transition: Helping Students with Disabilities Plan for Post-High School Settings* Module at the meeting of the Division for Career Development and Transition in Portland, Oregon.
- **NAEYC:** On November 18–21, we will host an information booth at the annual conference of the National Association for the Education of Young Children (NAEYC) in Orlando, Florida.

WEBSITE VISITOR DATA

Monthly visits to the IRIS Center Website continue to follow the same pattern as in years past, while increasing in number. This quarter, the Website received 341,208 visits, an increase of 14.6% compared to the same period last year. In addition, the Website has surpassed the 1 million visits mark this year. As of the end of September 2015, there were 1,052,469 visits to the IRIS Website.



Online Survey The IRIS online survey asks respondents to rate our Modules' usefulness, relevance, and quality on a scale of 1 to 5 (5 being the highest). This quarter there were 930 respondents to this survey. The first table (below) summarizes descriptive information about the respondents.

Respondents	Number
College Student	314
Graduate Student	284
Experienced Teacher	171
New Teacher	76
Other (e.g., parent)	35
College Faculty	25
School Leader	18
PD Provider	7
Total	930

The next table (below) presents this quarter's survey respondents' overall ratings of the IRIS modules for quality, relevance, and usefulness.

Mean Ratings	
Quality	4.4
Relevance	4.5
Usefulness	4.4

Respondents were also asked to describe the area they worked or studied in. The table below summarizes the responses we received to this question this quarter.

Response	Number
Special education	330
General education	261
Early childhood education	142
Other	138
Early childhood special education	42
Early intervention services	17
Total	930

TA/TRAINING

The Center will raise IHE faculty and PD providers' awareness and knowledge regarding the infusion of IRIS and other federally funded products into their courses, program curricula, and PD trainings through a targeted and intensive system of technical assistance and training; and the development of high quality, useful, relevant and non-duplicative products and services.

Activities and Progress in This Quarter:

- **PD Seminars:**
 - On July 17, we hosted a specially designed PD Seminar for the leadership in the Wyoming State Department in Cheyenne. This is potentially the first in a series of Seminars that will center on IRIS resources and literacy.

Activities Planned for Upcoming Quarters:

- **Faculty Seminars:**
 - We are currently planning a Faculty Seminar for the Montana Higher Education Consortium (HEC) to take place on November 12–13 in Bozeman (though the site has yet to be confirmed). We anticipate that some 20 faculty will take part in the day-and-half event.
 - On December 3–5, we will host a regional IRIS Faculty Seminar to be held in Claremont, California. Among the schools that have asked to take part are Concordia, Redlands, Biola, Mount Saint Mary's, Brandman, Claremont Graduate University, California State University-Long Beach, and California State University-Los Angeles.
 - During the Fourth Quarter, IRIS@CGU will begin planning two regional Faculty Seminars that will be held in Year 4. One will be held in the northern part of California and the other in the southern third of the state.
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DATA-BASED DECISION-MAKING

The Center will implement a process for making decisions about development, technical assistance and training services, and dissemination efforts that align with developments in the field, reflect evidence-based instructional and intervention practices, and are responsive to the needs of IHE faculty, professional development providers, and practicing educators.

Activities and Progress in This Quarter:

- **Module Reviews:** Reviews of the content in our Modules on autism spectrum disorder and data-based individualization have been collected and used in the final refinement of those resources.

For our Modules on ASD, Autism Spectrum Disorder: An Overview for Educators, our outside reviewers returned the following ratings for usefulness, relevance, and quality on a scale of 1 to 5 (5 being the highest):

Ratings	
Quality	4.75
Relevance	4.75
Usefulness	4.75

For our Module on data-based individualization (part 1), reviewers gave the following ratings for usefulness, relevance, and quality:

Ratings	
Quality	4.2
Relevance	5.0
Usefulness	4.2

For part 2 of our series on data-based individualization, reviewers offered the following ratings:

Ratings	
Quality	4.2
Relevance	4.4
Usefulness	4

- **Module Development Surveys:** This quarter, the IRIS Center requested input from our constituents for two purposes. The first was to receive input about how to revise the IRIS Module *What do you see? Perceptions of Disability*. We designed a survey and distributed it through our listserv. We asked respondents to indicate which parts of the Module they wanted to keep the same and which they wanted to update.

The second was as a follow up to a needs assessment the Center conducted in 2013. The needs assessment indicated that we should create a new Module about accommodations. We distributed a second survey this quarter to ask our constituents to specify what topics or information this new Module should cover. We are currently examining the collected data to make final determinations about the Modules' content.

Activities Planned for Upcoming Quarters:

Module Reviews: Content for our upcoming Modules on dual-languages learners and early childhood classroom environments will be sent out for expert review during the new quarter.

COLLABORATE

The Center will support development, technical assistance and training services, and dissemination efforts through collaborative processes to ensure that products and services align with developments in the field.

Activities and Progress in This Quarter:

- **Module Development:** Two Modules on the topic of data-based individualization are under development in collaboration with AIR and CEEDAR, with content provided by Rebecca Zumeta and Sarah Arden of AIR.
- **CSU-Dominguez Hills:** As we mentioned earlier in the report, we are working with California State University, Dominguez Hills to develop new curriculum matrices, reflecting a new licensure program being developed through the OSEP personnel preparation project. One of the purposes of that effort is to integrate IRIS resources about response-to-intervention (RTI) throughout coursework for a newly funded credential pathway, the Secondary Special Education Teacher Interventionist.
- **Early Childhood Collaboration:** The Center coordinates monthly calls with the Early Childhood Technical Assistance Center (ECTA), the Early Childhood Parenting Center (ECPC), and the Center for the Individuals with Disabilities Education Act (IDEA) Early Childhood Data Systems (DaSy).
- **ECTA:** Staff from the Early Childhood Technical Assistance Center served as part of our panel of experts for our Module on autism spectrum disorder.

Activities Planned for Upcoming Quarters:

- **CEEDAR Webinar:** As was mentioned earlier in the report, we are currently working with the CEEDAR Center to host a joint Webinar sometime in the near future.
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EVALUATE

- **Follow-Up Surveys:** Six-month follow-up surveys have been distributed to participants in our St. Louis, Charleston, and Florida Faculty Seminars. Responses to those surveys showed notably high assessments across a number of metrics, as can be seen in the tables on the following page. (Note: Response options were on a five-point scale.)

	Online Resources	Services	Training Materials
St. Louis			
Quality	4.48	4.34	4.38
Relevance	4.52	4.41	4.48
Usefulness	4.52	4.48	4.38
Charleston			
Quality	4.8	4.7	4.7
Relevance	4.6	4.7	4.7
Usefulness	4.5	4.7	4.7
Florida			
Quality	4.69	4.81	4.69
Relevance	4.73	4.87	4.81
Usefulness	4.73	4.87	4.81

	St. Louis	Charleston	Florida
Increased awareness	92.86%	66.67%	100%
Increased knowledge:	89.66%	80%	93.75%
Increased skills	86.21%	90%	93.75%
Increased capacity:	89.66%	90%	100%

- **Wyoming PD Work Session:** Similarly, a six-month follow-up was provided to those who took part in our IRIS PD Work Session in Wyoming.

	Online Resources	Services	Training Materials
Quality	4.71	4.57	4.71
Relevance	4.57	4.57	4.86
Usefulness	4.71	4.57	4.86

Likewise notable were these responses regarding the positive effects of the session on participants regarding the IRIS resources and their own skills:

Increased awareness: 100%
Increased knowledge: 100%
Increased skills: 100%
Increased capacity: 100%

PERSONNEL

See this space for notes and information on IRIS personnel.

Jackie Lewis: On August 12, our colleague and friend Jackie passed away following a long fight with cancer. As Senior Project Assistant, Jackie was an invaluable and essential member of our IRIS family. More than that, though, she was a beloved friend and an inspiration. All of us at IRIS mourn her passing even as we cherish our memories of her as someone who made the world around her a better, kinder, and more loving place.

- Janet Wong joined IRIS@CGU this month as our new Assistant for Logistics Management. Janet will be responsible for materials preparation for all meetings and events, support for trainers, and assistance with needs assessments.