



IRIS CENTER™

Welcome to the IRIS Newsletter!

The
IRIS
Standard
Winter 2019

New Year, New Newsletter

Welcome to the inaugural issue of the IRIS Standard! The first year of our latest funding cycle was a busy one, and we'd like to take a moment to share some of what we've accomplished. Read on to find brief items about our revamped and updated Website, new product lines and online tools, collaborations with our partners and friends, and so much more.



The IRIS Website: Rebuilt & Recharged

Let's kick things off with our updated and improved Website. You may have noticed our fresh, modern look, thanks to the talents of our partners at [Optimity Advisors](#). However,

many improvements—for example, to navigation, accessibility, and security—took place behind the scenes and might not be as easy to spot. These enhancements include:

- Updating to a more intuitive, user-friendly interface
- Streamlining to host all products and tools under a central “Resources” tab
- Improving to Web Content Accessibility Guidelines (WCAG) 2.0 standards, in addition to our current Section 508 compliance
- Adding dual-factor authentication to strengthen security for accounts related to our PD Certificates and School & District Platform
- Upgrading to meet the European Union’s General Data Protection Regulation (GDPR) data privacy standards

Rebuilt from the ground up, the IRIS Website offers the greatest possible accessibility for the largest number of visitors. We encourage you to re-acquaint yourself with our ever-expanding library of resources, including our newest releases (see below).

[Visit IRIS Now](#)

In 2018, the IRIS Center Website hosted 2.4 million visits.

In 2018, IRIS resources were used in 216 countries and territories worldwide (indicated in purple).



Top Users: 2018

1. United States
2,090,092
2. Philippines
40,567
3. India
31,877
4. Canada
23,164
5. Australia
20,904
6. United Kingdom
11,917
7. Mexico
11,320
8. South Africa
9,932
9. Spain
8,076
10. Colombia
6,283

Did you know? An iris petal is also called a "standard."

New Product Line: Fundamental Skill Sheets

These all-new IRIS resources focus on the smaller, more discrete skills that every effective teacher should have in his or her toolbox. The first set of IRIS Fundamental Skill Sheets covers:

- Behavior-specific praise
- Choice making

- High-probability requests
- Proximity control
- Wait-time

Each fundamental skill sheet explains the skill or practice in easy-to-understand language, summarizes foundational research, provides implementation procedures and tips, and includes video examples and non-examples in elementary and secondary classrooms.

To view the collection, visit our [IRIS Resource Locator](#) (IRL) and click on the “Resource Type” tab. Select “Fundamental Skill Sheets” and explore away!

IRIS Resource Locator  

SORT BY: TOPIC **RESOURCE TYPE** MODULE ELEMENT **2. Select**

Modules (70) 

Case Studies (17) 

Fundamental Skill Sheets (5) **3. All done!** 

[Behavior-Specific Praise](#)

Behavior-specific praise is a positive statement directed toward a student or students describing a desirable behavior in specific, observable, and measurable terms. Use this fundamental skill sheet to learn more about behavior-specific praise, as well as to view video examples and non-examples of teachers demonstrating the practice in classroom settings.

Visit the IRL

New Tools: IRIS Alignment Tools

We’ve posted a trio of tools to help you identify which of the IRIS resources align with particular areas of need or interest.



[CEEDAR innovation configurations](#) (ICs) can help you evaluate the content coverage in your current teacher preparation or PD programs by determining the extent to which evidence-based practices (EBPs) in key areas are taught, observed, and applied. The [IRIS-CEEDAR Innovation Configurations Tool](#) helps you identify IRIS resources that provide information on those particular EBPs.

[High-leverage practices \(HLPs\)](#) are 22 essential special education techniques—identified by the [Council for Exceptional Children](#) and the CEEDAR Center—that all K-12 special education teachers should be able to demonstrate with mastery. The HLPs are organized around four aspects of practice—collaboration, assessment, social/emotional/behavioral, and instruction.

Our partners at the CEEDAR Center worked with us to develop the interactive [IRIS High-](#)



[Leverage Practices Alignment Tool](#) to help you identify which of our instructional resources provide information on those HLPs.

Finally, each State Systemic Improvement Plan (SSIP) identifies an area of focus and the intended results, referred to as the state-identified measurable result (SiMR). You guessed it, we have an alignment tool for each of the six Part B SiMR topics:

- [Early Childhood Outcomes](#)
- [Graduation](#)
- [Math](#)
- [Post School Outcomes](#)
- [Reading and Math](#)
- [Reading ELA](#)



New Feature: IRIS Stories

Ever wonder how others are using IRIS resources? Want to “up” your IRIS game? We’ve added a new feature to our homepage—*IRIS Stories*—where our users share their own unique experiences. Whether told by college faculty, state or district personnel, school principals, or classroom teachers, every story demonstrates a creative way to use IRIS resources.

Want to share *your* IRIS Story? Contact us at iris@vanderbilt.edu and let us know!



Revised Module: Student Accommodations

The recently revised IRIS Module [Accommodations: Instructional and Testing Supports for Students with Disabilities](#) overviews instructional and testing accommodations for students with disabilities, explains how accommodations differ from other kinds of instructional adaptations, defines the four categories of accommodations, and describes how to implement accommodations and evaluate their effectiveness for individual students.

[View the Module!](#)



National Center on
INTENSIVE INTERVENTION
at American Institutes for Research ■

[The National Center on Intensive Intervention \(NCII\)](#) aims to build the capacity of state and local education agencies, universities,

practitioners, and other stakeholders to support the implementation of intensive intervention in reading, mathematics, and behavior for students with severe and persistent learning and/or behavioral needs. In partnership with the University of Connecticut, the National Center on Leadership in Intensive Intervention, and the CEEDAR Center, NCII has recently released a [four-part course](#) to help enhance educators' understanding of explicit instruction. The course includes content modules focused on:

- Modeling and practice
- Using effective methods to elicit frequent responses
- Providing immediate specific feedback
- Maintaining a brisk pace and evaluating instruction to support students' needs

Each module includes FREE presentation content with video examples and non-

examples, practice-based opportunities, and more. This course is the first in a series related to intensive intervention in math, reading, and behavior that will be released on a rolling basis over the next year. [View the course and explore the available content.](#)

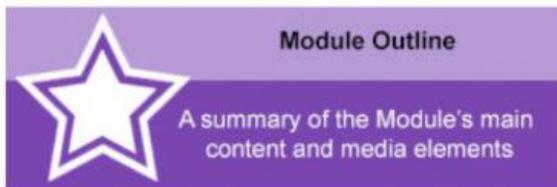
IRIS is infused in the majority of teacher preparation programs in the United States.

IRIS Tips

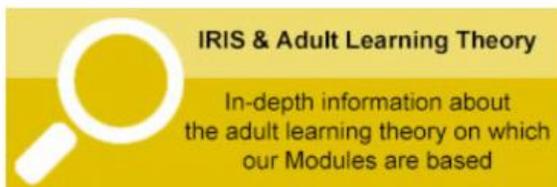
Ever notice the four boxes below every IRIS *STAR Legacy* image on a module's landing page? These tools can help you enhance module assignments.

Learners: Take notes using these fillable PDFs.

Instructors: Use for "notes to self" while instructing.



Module Outline
A summary of the Module's main content and media elements



IRIS & Adult Learning Theory
In-depth information about the adult learning theory on which our Modules are based

Instructors: Use the modules to their full potential by understanding the adult learning theory behind them.

This short video explains module navigation to IRIS newbies. Provide the link prior to assigning a module.



Navigating an IRIS *STAR Legacy* Module
A video tutorial on finding your way around a Module



Wrap-Around Content Map
Supporting materials to supplement information in this Module

Dig deeper into the module's content using these related IRIS resources.

The IRIS Center is funded through a cooperative agreement with the U.S. Department of Education, Office of Special Education Programs (OSEP) Grant #H325E170001. The contents of this Website do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government. Project Officer, Sarah Allen.

KEEP UP WITH IRIS

