OUR OBJECTIVE

The IRIS Center develops and disseminates open educational resources (OERs) about evidence-based instructional and behavioral practices (EBPs). Designed to translate research into practice, IRIS OERs are used in pre-service preparation and professional development (PD) activities.

RETURNING TO SCHOOL RESPONSE

Many students returning to classrooms in the fall had experienced grief and trauma related to the ongoing effects of the pandemic. Many others had spent more than a year in virtual or hybrid learning and needed refreshers in common classroom routines. Because of this, education experts anticipated that teachers might need additional tools, with special attention to issues of classroom behavior management and support.

Modules

» Classroom Behavior Management (Part 1): Key Concepts and Foundational Practices
  Posted: July 25

» Classroom Behavior Management (Part 2, Elementary): Developing a Behavior Management Plan
  Posted: August 19

» Classroom Behavior Management (Part 2, Secondary): Developing a Behavior Management Plan
  Posted: August 30

Module Enhancements

» “Returning to School” boxes
» Information and resources to address student grief, trauma, and anxiety
» Expanded information on cultural considerations

Case Study

» Encouraging Appropriate Behavior
  Posted: November 12

Fundamental Skill Sheet

» Virtual Instruction: Behavior-Specific Praise
  Posted: September 27

Parent Tip Sheets

» How can I support my teen while he learns online?
  Posted: March 8

» How can I keep my teen engaged while she learns online?
  Posted: April 1

I am always looking for ways to assist teachers with evidence-based practices. This is well done and easy to understand if you are struggling to manage misbehavior in the classroom.

School Leader

I was delighted to see cultural diversity added to the teacher’s toolkit when developing and understanding the components of the comprehensive behavior management plan.

Graduate Student
**IRIS USE**

**IRIS BY THE NUMBERS**

- **Users**: 1,844,918
- **Visits**: 3,973,936
- **Total pageviews**: 23,194,025

**Average visit duration**: 10 min., 40 sec.
**Average cost per visit**: 30¢

**Visits over the past 5 years**: 15.3 million

**User Age Groups**: IRIS is used at all stages of educators’ careers.

- **43%** College students and early career educators
- **57%** Experienced educators

**GLOBAL USE**

In 2021, IRIS was used in 223 countries and territories worldwide. The top 10 (by visits) are shown below.

1. **United States**: 3,162,098
2. **Philippines**: 189,749
3. **Mexico**: 78,476
4. **India**: 53,290
5. **Canada**: 43,646
6. **Australia**: 33,475
7. **South Africa**: 31,952
8. **Pakistan**: 25,776
9. **Colombia**: 18,137
10. **Peru**: 15,847

**Key Ages**

- 18–24
- 25–34
- 35–44
- 45–54
- 55–64
- 65+

*iris.peabody.vanderbilt.edu*
PREPARING EDUCATORS

IRIS resources are embedded in the national educator preparation infrastructure: undergraduate and graduate courses, field placements, and student teaching.

IRIS Use in Colleges and Universities

* 1,036 colleges and universities with general and special education programs
* 267 colleges and universities without educator preparation programs (EPPs)
* 273 community colleges

Serving Minority Institutions

IRIS is used in 56 HBCUs and 6 Tribal Colleges with EPPs.

We’re not just for teachers anymore!

College students in other areas also use IRIS:

» Business management
» Criminal justice
» Human services
» Health administration
» Sociology
» Prosthetics and orthotics

"This IRIS Module is very informative, accessible, and is available for continuous review in my toolkit."

College Faculty

"An excellent resource to use when working with diversity in the classroom."

Undergraduate Student

"The videos in the modules were beneficial. I am a visual learner and needed to see the strategies being implemented within an actual classroom. The information was organized and broken down so anyone could follow the material."

Graduate Student
SUPPORTING CURRENT EDUCATORS

IRIS resources support educator professional development and personalized learning across the career span, from first-year and early-career teachers to master educators.

IRIS Use Across the Country

1.2 million people in the United States accessed IRIS resources in 2021. Every dot on this geolocation map represents a town or city where IRIS was used.

TOP TEN STATES

<table>
<thead>
<tr>
<th>State</th>
<th>Visits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. California</td>
<td>389,181</td>
</tr>
<tr>
<td>2. Texas</td>
<td>253,194</td>
</tr>
<tr>
<td>3. New York</td>
<td>206,790</td>
</tr>
<tr>
<td>4. Florida</td>
<td>159,405</td>
</tr>
<tr>
<td>5. Georgia</td>
<td>155,954</td>
</tr>
<tr>
<td>6. Pennsylvania</td>
<td>150,967</td>
</tr>
<tr>
<td>7. Illinois</td>
<td>137,474</td>
</tr>
<tr>
<td>8. Ohio</td>
<td>109,607</td>
</tr>
<tr>
<td>10. Virginia</td>
<td>86,167</td>
</tr>
</tbody>
</table>

“I learned almost as much in this module as I did in an entire course on planning and curriculum.”

New Teacher

“This IRIS Module made me realize there were some educational perspectives that I had forgotten about and certainly needed to readdress going forward. I believe it reinforced my perspective in many positive ways as it relates to how I perceive my students, their learning abilities, as well as their capabilities. Excellent module on diversity.”

Experienced Teacher
“I really liked this module. It really helped me to know how a classroom should be set up, and helped me to realize many things that I never thought about before.”

Undergraduate Students

“IRIS has done a very good job of laying out the details to creating quality IEPs. It will be one of the most important aspects of my career and will affect every child I work with, so this module is extremely relevant. Thank you!”

Field-Placement Settings

“This module provided a variety of information, resources, and practices that are highly helpful in my internship settings. Behavioral expectations apply very much in both my elementary and junior high school settings. Going over and reviewing each module gave me the opportunity to apply these with my students. Thank you.”

Graduate Students

“This module was very helpful and the resources are a perfect beginning point for new or inexperienced educators in dealing with a very real and regular occurrence in the classroom and their practice.”

New Teacher

“I thought that this module was very beneficial not just for myself as a teacher but it also could benefit parents and students.”

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Field-Placement Settings

“I thought that this module was very beneficial not just for myself as a teacher but it also could benefit parents and students.”

Graduate Students

“I gained new knowledge in differentiated instruction. Before reading and watching the videos, I only vaguely knew about the topic. However now I am more informed and feel like I could actually apply it in the classroom.”

“I am a veteran teacher who has good relationships with students, but every year there are a few students that I struggle reaching. This module was full of “aha” moments in which I gained new insight and strategies to assist me. Thank you so much!!!”

Experienced Teachers

“I have a much better and clearer understanding about devices and services needed in assisted technology, and how students not only need the use of devices but also have a need for support and services while using these devices.”

School Leaders

IRIS resources are used by educators throughout their careers. From college student to new classroom instructor to seasoned veteran and soon-to-be retiree, IRIS is there for teachers and school leaders alike.

IRIS resources are used by educators throughout their careers. From college student to new classroom instructor to seasoned veteran and soon-to-be retiree, IRIS is there for teachers and school leaders alike.
Educators can earn IRIS PD Certificates for module completion. In 2021, educators accessed:

98,858 PD Certificates

$4.9 Million in FREE PD

A generous gift from the Wachs Family will help us provide free PD Certificates of Completion throughout 2022! More, the Wachs Family Endowed Fund for the IRIS Center will allow us to accept donations to support our mission and help keep our resources free in the future.

WHO’S ACCESSING PD CERTIFICATES?

 Teachers: Early childhood; elementary, middle, and high school; special education; ESL; juvenile detention

 Principals: Early childhood; elementary, middle, and high school

 College/Graduate Students: Early childhood; elementary, middle, and high school; special education; related services; educational leadership; applied behavior analysis

 Educational Assistants/Paraeducators: Elementary, middle, and high school

 Other: Related service providers; other school personnel (e.g., substitute teachers, hallway monitors, security officers, bus drivers)

IRIS resources are used by educators working in varied settings with diverse student populations. The 22,947 individuals who created PD accounts reported the following school demographics.

<table>
<thead>
<tr>
<th>School Type*</th>
<th>Location*</th>
<th>Students**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public</td>
<td>Urban</td>
<td>Have disabilities 63%</td>
</tr>
<tr>
<td>Private</td>
<td>Suburban</td>
<td>Low-income backgrounds 61%</td>
</tr>
<tr>
<td>Charter</td>
<td>Rural</td>
<td>Culturally and racially diverse 55%</td>
</tr>
</tbody>
</table>

*Does not sum to 100% because of “N/A” responses (e.g., college students who weren’t teaching).

**Sums to more than 100% because respondents could select multiple categories.
WHAT ARE THEY ACCESSING?

Most Popular PD Certificates

<table>
<thead>
<tr>
<th>Certificate</th>
<th>Visits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Addressing Disruptive and Noncompliant Behaviors (Part 1): Understanding the Acting-Out Cycle</td>
<td>6,002</td>
</tr>
<tr>
<td>2. Accommodations: Instructional and Testing Supports for Students with Disabilities</td>
<td>5,715</td>
</tr>
<tr>
<td>4. Universal Design for Learning: Creating a Learning Environment that Challenges and Engages All Students</td>
<td>4,757</td>
</tr>
<tr>
<td>5. Addressing Disruptive and Noncompliant Behaviors (Part 2): Behavioral Interventions</td>
<td>4,702</td>
</tr>
</tbody>
</table>

WHAT ARE THEY SAYING?

We surveyed IRIS users who earned a PD Certificate between March 2020 and February 2021. Here’s what we learned from 1,860 respondents.

Increased Knowledge About EBPs

- 80% reported feeling “knowledgeable” or “extremely knowledgeable” afterwards (compared to 32% before).
- Experienced teachers rated their knowledge higher than other groups both before and after using IRIS.
- New teachers reported greater growth than others.

Relevant and Useful

Respondents reported that IRIS provided them with helpful information and resources*:

<table>
<thead>
<tr>
<th>Resource</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategies to use with students</td>
<td>80%</td>
</tr>
<tr>
<td>Tools to complete PD requirements</td>
<td>80%</td>
</tr>
<tr>
<td>Links to helpful resources</td>
<td>77%</td>
</tr>
</tbody>
</table>

*As indicated by 4 or 5 on a 5-point Likert scale.

Trusted Source for PD

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required by district</td>
<td>34%</td>
</tr>
<tr>
<td>Required by school</td>
<td>33%</td>
</tr>
<tr>
<td>Certification renewal</td>
<td>10%</td>
</tr>
<tr>
<td>College assignment</td>
<td>10%</td>
</tr>
<tr>
<td>Required by state</td>
<td>8%</td>
</tr>
<tr>
<td>Other (e.g., earn PD hours, increase knowledge)</td>
<td>29%</td>
</tr>
</tbody>
</table>

Note: Respondents could select more than one category.

I was a bit intimidated by the amount of work in this module, but I have to say that when you are done with it you really know the content.

Special Education Teacher

Fantastic information! I learned so much and took copious notes. This information is definitely immediately applicable in my practice!

Early Intervention Provider

Great for earning PD hours online, especially with the current pandemic climate but also to keep abreast of developments that will prove beneficial to students.

Elementary Teacher
The 9,419 respondents to our Online Module Feedback Form were equally distributed between pre-service preparation and professional development.

Whether for pre-service or professional development, users self-identified their focus area.

* Includes substitute teachers, parents, related service providers (e.g., school psychologists, school social workers, speech-language pathologists), and school support staff (e.g., hallway monitors, security officers, bus drivers).
Aligned with professional standards, as well as with evidence-based and high-leverage practices, IRIS resources are used by educators to improve the learning and behavioral outcomes of all students, especially struggling learners and those with disabilities. These free OERs include the following.

### Top 5 Case Study Units

<table>
<thead>
<tr>
<th>Unit</th>
<th>Visits*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Defining Behavior</td>
<td>1,198</td>
</tr>
<tr>
<td>2. Establishing Classroom Norms and Expectations</td>
<td>953</td>
</tr>
<tr>
<td>3. Mathematics: Identifying and Addressing Student Errors</td>
<td>796</td>
</tr>
<tr>
<td>4. Effective Room Arrangement: Elementary</td>
<td>738</td>
</tr>
<tr>
<td>5. Measuring Behavior</td>
<td>703</td>
</tr>
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</table>

*Unlike our interactive modules, case studies are PDFs typically downloaded once and used repeatedly in courses or PD activities. As such, “visits” reported here are a significant underestimate of actual use.

### Top 5 Modules

<table>
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<tr>
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<th>Visits</th>
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<tbody>
<tr>
<td>1. Differentiated Instruction: Maximizing the Learning of All Students</td>
<td>242,749</td>
</tr>
<tr>
<td>2. IEPs: Developing High-Quality Individualized Education Programs</td>
<td>179,559</td>
</tr>
<tr>
<td>3. Functional Behavioral Assessment: Identifying the Reasons for Problem Behavior and Developing a Behavior Plan</td>
<td>159,493</td>
</tr>
<tr>
<td>4. Content Standards: Connecting Standards-Based Curriculum to Instructional Planning</td>
<td>151,734</td>
</tr>
<tr>
<td>5. Early Childhood Environments: Designing Effective Classrooms</td>
<td>145,731</td>
</tr>
</tbody>
</table>

### Module Ratings

In 2021, IRIS received 9,419 user responses to our Online Module Feedback Form. This diverse group rated our resources’ quality, relevance, and usefulness on a 5-point scale.

**Average Ratings**

- **Quality**: 4.6
- **Relevance**: 4.6
- **Usefulness**: 4.6

### STAR Legacy Modules

These self-guided, self-paced multi-media resources scaffold information on instructional topics using text, expert interviews, interactive activities, and video clips.

**Top 5 Modules Visits**

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IRIS VIRTUAL WORKSHOP

**Objective:** Increase knowledge about IRIS resources and how to use them in college courses

**New audience:** Future faculty (doctoral students and doctoral candidates)

**Description:** In this pilot four-week virtual workshop, participants:

- Learned to use IRIS resources to deliver content about EBPs in their future courses.
- Engaged with IRIS Ambassadors to discuss IRIS resources and how they can support course instruction.
- Heard IRIS external evaluators share data on effective ways to use IRIS in college coursework.
- Asynchronously, used an IRIS Module, *Online Course Design for College and University Faculty*, to draft a course syllabus, identify content, plan activities, and more.

Using a 5-point Likert scale, participants resoundingly endorsed the effectiveness of this workshop.

<table>
<thead>
<tr>
<th>Quality</th>
<th>Relevance</th>
<th>Usefulness</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.5</td>
<td>4.5</td>
<td>4.3</td>
</tr>
</tbody>
</table>

100% of participants reported that their future students will likely be better able to apply EBPs in a classroom setting because of IRIS resources.

NEW: LEARNING PATHWAYS

**Objective:** Help states and districts develop a structured plan for PD and personalized learning, particularly for early career teachers

**Description:** These tools identify resources in high-need topic areas (e.g., behavior management, IEPs) and demonstrate how they can be sequenced and bundled to produce engaging activities to improve educators’ knowledge and skills.

"IRIS will be a tool that I use to fill in the gap from textbooks. The courses I will teach will help students learn about communication disorders. However, the textbooks will not provide some of the important content such as behavior management, IEPs, or evidence-based practices. IRIS Modules help supplement students’ learning."

Workshop Participant

"I like how we were encouraged to pass on what we learned to colleagues and other students. I really hope this program continues in the future. The four-week schedule was perfect and didn’t feel like a commitment I was unable to fulfill."

Workshop Participant
EXTERIAL EVALUATION PROJECT

KNOWLEDGE AND DECISION-MAKING

Purpose: Evaluate the impact of engagement with IRIS OERs on the knowledge and decision-making of students enrolled in an online course. The project was an extension of a 2019 project conducted with students enrolled in a face-to-face (FTF) course.

Findings:
» Students made significant gains in knowledge and decision-making skills that were maintained over time.
» Distributed quizzing provided a differential boost to student learning.

Implications:
» Increases in decision-making skills suggest application of knowledge to novel situations.
» IRIS OERs improve students’ learning outcomes in both virtual and FTF courses.

Subjects: 194 undergraduate and graduate students enrolled in online introduction to special education courses at the University of Virginia and California State University, Los Angeles, randomly assigned to a condition:

Group A: Weekly quizzes = 5 questions on IRIS-related content + 5 questions on other course content
Group B: Weekly quizzes = 10 questions on other course content only

Method: Students completed the following sequence.

Results: Findings from the online courses were similar to those from the FTF courses.
» Both groups made significant gains in knowledge and decision-making skills that were maintained on the delayed test.
» Distributed quizzing (purple lines) enhanced student learning.

Online

Face-to-Face