



# The IRIS Center Quarterly Report

Cooperative Agreement CFDA 84.325E  
(PR/Award Number: H325E170001)

Administrative Progress Report:

Year 4/Quarter 4

Submitted To:

Sarah Allen  
Research to Practice Division  
Office of Special Education Programs  
Office of Special Education & Rehabilitative Services  
United States Department of Education

Submitted 10/11/21

Naomi Tyler, Director



[iris.peabody.vanderbilt.edu](http://iris.peabody.vanderbilt.edu)  
[iriscenter.com](http://iriscenter.com)

Serving: Higher Education Faculty • PD Providers • Practicing Educators  
Supporting the preparation of effective educators with the knowledge and  
skills to use evidence-based practices to improve outcomes for all students,  
especially struggling learners and those with disabilities.



Funded by the U.S. Department of Education's Office  
of Special Education Programs (OSEP)

## Quarterly Report July – September 2021 [Year 4/Quarter 4]

**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 piloted a very successful technical assistance workshop for OSEP doctoral students and IRIS interns to increase their knowledge of our resources and how they can be used to enhance their future course instruction.
- IRIS posted three expanded and updated modules on comprehensive classroom behavior management, as well as a new fundamental skill sheet on behavior-specific praise during virtual learning.
- We continue to collaborate with the TIES Center to develop a module on the inclusion of students with significant cognitive disabilities in general education classrooms.
- IRIS hosted a virtual booth at the July OSEP Project Director’s Meeting.
- We piloted an IRIS summer internship program with one Master’s level intern and two doctoral students who helped develop assorted resources as well as deliver several dissemination and TA activities.

**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.*

- ⇒ **Year 4 Workplan:** The IRIS Year 5 workplan—which will guide our efforts in the areas of development, dissemination, TA & training, collaboration, and evaluation—is underway. We anticipate discussing this plan with our OSEP Project Officer early in the coming quarter.
- ⇒ **Website Programming Updates & Improvements:** Many significant improvements to our Website happen “behind the scenes” at the programming level and are therefore virtually invisible to our users. Immediately noticeable or not, however, these adjustments and fine tunings are indispensable to a smooth running, user-friendly online experience. A log of some of our recent activity follows.

- ❖ **Learning Management System:** Plans to replace our School & District Platform’s dashboard with a more sophisticated learning management system (LMS) are moving forward. 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 currently being configured to work seamlessly with IRIS's main WordPress site and to display the information needed by school and district administrators. We anticipate that this will be completed in early December, at which time we will begin transferring our data.
- ⇒ **IRIS Summer Internship Program:** IRIS’ first summer internship program, which commenced in June and ended this quarter, was overwhelmingly successful. By implementing a rigorous application process, we identified three strong candidates with research and writing skills that aligned with those used to develop IRIS resources. Because of their contributions, we were able to accomplish more than anticipated this summer. One of the interns, Sara Ioannou, will continue with IRIS as a full-time staff member.

**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.

- ⇒ **Classroom Behavior Management:** Two of our most popular modules, ***Classroom Management Parts 1 and 2***, were revised and expanded in time for the fall semester, the timeframe during which they are the most heavily used in college courses and in professional development in schools and districts prior to the start of the academic school year. Michael Rosenberg and Lori Jackman—the original content experts for ***Classroom Management Parts 1 and 2***—revised the content for these modules. Additionally, Lori Delale-O’Connor from the University of Pittsburgh revised the content for pages about the cultural influences on behavior. During this revision process, this series was expanded to include three modules (see details below). Additionally, we added new features to meet the needs of educators who are returning to in-person learning this fall. This includes “Return to School” boxes with information and tips about managing classroom behavior after such an extended time away as well as links to external resources on topics such as student grief and anxiety to help teachers identify and address these concerns, which will most likely be more prevalent during the upcoming school year.

- ❖ **Classroom Behavior Management (1):** During this quarter, we completed and posted [Classroom Behavior Management \(Part 1\): Key Concepts and Foundational Practices](#). Although it originally described the components of a comprehensive behavior management plan, the revised content covers key principles, culturally sustaining practices, and foundational practices related to comprehensive classroom behavior management. This first module was posted in July, in time for the onboarding of new educators.
  - ❖ **Classroom Behavior Management (2):** The revision of the second module resulted in two modules. These modules review the major components of a classroom behavior management plan (including statements of purpose, rules, procedures, consequences, action plans, and crisis plans) and guide users through the steps of creating their own plan. The first, [Classroom Behavior Management \(Part 2, Elementary\): Developing a Behavior Management Plan](#) was developed specifically with primary and intermediate elementary teachers in mind (e.g., K-5th grade), while the second, [Classroom Behavior Management \(Part 2, Secondary\): Developing a Behavior Management Plan](#) is geared toward middle and high school teachers (e.g., 6th–12th grade). During this quarter, we received and worked diligently to IRISize the content for both of these modules so that they could post in time to help prepare teachers for the fall semester.
- ⇒ **Supporting Families During COVID-19:** Because of the ever-shifting circumstances in K-12 schools (e.g., many students returned to in-person learning this fall), IRIS revised the content of our module [Parents: Supporting Learning During the COVID-19 Pandemic](#) to reflect current circumstances for the fall semester. As part of this revision, we added a page on how parents can help prepare their child for a return to in-person learning. These revisions posted in August so that they were available for parents as their children returned to either at-home or in-person learning (or a combination of the two). The new page was also translated into Spanish and added to the Spanish version of this module.
- ⇒ **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 that focuses on collaborative planning by general and special education teachers to effectively include students with significant cognitive disabilities in general education classrooms. The TIES Center delivered the content in early September. We then met virtually to discuss how to collaboratively move forward. We plan to meet with TIES regularly as we “IRIS-ize” the content. We anticipate posting this module on the IRIS Website in Year 5.

- ⇒ **Module Revisions Underway:** Updates and expansions of the following modules were scheduled to post in Year 4. However, many of these were put on and remain on hold as we respond to the needs of educators and parents during the COVID-19 pandemic. Additionally, some of these modules are reliant on in-class video shoots, which we will be unable to complete until such a time as public health guidelines allow for safe access to schools, classrooms, and students or until we find another solution. As such, they will not be completed in Year 4.
- ❖ **Classroom Behavior Management:** Kathleen Lane, the original content expert for *Addressing Disruptive and Noncompliant Behaviors Parts 1 and 2*, has provided revisions for *Part 1* and is now working on the second module in the sequence. Although these modules require in-classroom video shoots, we will determine how to move forward with these revisions in Year 5.
  - ❖ **Writing Performance:** Tanya Santangelo of Arcadia University, an expert recommended by Steve Graham (the original content contributor), has been revising *Improving Writing Performance: A Strategy for Writing Persuasive Essays*. We anticipate receiving the revisions from the content expert and completing the module during Year 5.
  - ❖ **Self-Regulated Strategy Development:** Karen Harris (one of the original content experts) and Debra McKeown have reviewed and provided recommendations for revising *SRSD: Using Learning Strategies to Enhance Student Learning*. This module is temporarily on hold.

**Case Studies:** These multi-part resources ask users to analyze and respond to a number of problem-based classroom issues and challenges—for example classroom norms and expectations, algebra instruction, or classroom arrangement—through increasing levels of complexity and detail.

- ⇒ **Encouraging Appropriate Behavior:** Christina Curran, the original content developer of *Encouraging Appropriate Behavior*, has revised the content. This case study unit outlines positive behavior management techniques that can be employed with individual students who have behavioral concerns that are not effectively addressed by comprehensive classroom rules. Although we have begun IRIS-izing the content and plan to complete this case study by the end of Year 4, we will post it in December after fall courses have ended.

**Course/PD Activities:** Handy, focused resources for use as independent assignments or to promote classroom discussion, IRIS Course/PD Activities cover a diverse range of topics, including behavior management, language disorders, and many others.

- ⇒ **Course/PD Activities Update:** A major undertaking this year has been to overhaul our course/PD activities collection (110 resources in all). In addition to the 70 revised activities posted in May, we completed another 12 in June and posted them in early August,

following the end of the summer semester. Also in August, three outdated and/or unused resources were removed from the IRIS Website entirely. The remaining activities, as well as the answer keys will be posted in December, once courses have ended.

⇒ **New Activities:** IRIS also posted four new activities in August. Two complement our revised module on family engagement, one complements our revised module on assistive technology, and another explores how individuals with physical disabilities are portrayed in the media.

**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 completed the first of two fundamental skill sheets (FSS) that describe low-intensity strategies for virtual learning environments. This first FSS, [Virtual Instruction: Behavior-Specific Praise](#), was posted in September. The second FSS on precorrection is in progress and will post next quarter.

**IRIS Interviews:** These in-depth discussions with nationally recognized experts or instructors in the field cover a wide variety of topics, including student diversity, testing accommodations for students with disabilities, RTI implementation, and much more.

⇒ **Cultural Influences on Behavior:** In the interview "[Cultural Influences on Behavior](#)," Lori Delale-O'Connor, Assistant Professor of Education at the University of Pittsburgh School of Education, discusses cultural influences on behavior and explains the importance of re-examining classroom practices and perceptions of acceptable student behavior. She also discusses how demographic differences can lead to cultural gaps that negatively impact students and offers examples of how teachers can implement culturally sustaining practices to create inclusive classrooms where all students feel supported. A link to this interview is also included in the newly revised module, *Classroom Behavior Management (Part 1): Key Concepts and Foundational Practices*.

⇒ **Culture and Classroom Behavior Management:** A second interview with Lori Delale-O'Connor, will post early next quarter. In it, she will discuss how teachers can develop the components of a comprehensive classroom behavior management plan in a culturally sustaining manner. This interview will also be linked in the newly posted modules *Classroom Behavior Management (Part 2, Elementary): Developing a Behavior Management Plan* and *Classroom Behavior Management (Part 2, Secondary): Developing a Behavior Management Plan*.

**Teacher Tip Sheets:** Short, user-friendly, and to-the-point, our tip sheets offer parents strategies, tips, and suggestions for supporting their children’s learning they can put into practice right away.

⇒ **New Resource:** During this quarter, IRIS began developing a series of teacher tip sheets. Topics include student grief, trauma, and anxiety. We hope to expand this series to include other topics that teachers may encounter now that students have returned to in-person learning. We anticipate posting these early in the next quarter.

**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. Reviews for three topic areas (Early Childhood, Disability, and Evidence-Based Practices) were previously completed. Work is nearing completion for seven additional topics—Learning Strategies, Content Instruction, and Reading, Assistive Technology, Accommodations, Assessment, and Juvenile Justice—and will be sent to reviewers in the coming quarter.

⇒ **New Information Brief:** In response to consumer feedback following the removal of our now outdated module on effective school practices, during Year 5 IRIS will develop an information brief on collaboration between teachers and principals, among teachers, and between school personnel and parents.

**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 this has been on hold to address other priorities, this quarter an IRIS intern made great progress on this activity. 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.

⇒ **IRIS Book Tool:** This tool contains information and synopses of children’s and young adult literature about or having to do with people with disabilities. Mary Anne Prater recently provided information for approximately 70 books for this year’s update. These books will be added to the tool early in the next quarter.

- ⇒ **Web Resource Directory:** This list of other federally sponsored projects and centers that provide resources and information useful for educational professionals was updated this quarter.
- ⇒ **High-Leverage Practices Alignment Tool:** This tool allows users to identify which IRIS Modules and Case Studies align with high-leverage practices in special education. This quarter, IRIS contacted CEEDAR about reviewing and providing content for modules and case studies developed or revised since the last review. We are currently awaiting feedback.

**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.

- ⇒ **Listserv Notices:** After implementing a new automated process in May that signs up educators who create professional development accounts for our IRIS listserv, our current contacts list has increased from approximately 13,000 to 20,000. This has allowed us to greatly increase the dissemination of our newsletters as well as occasional e-blasts (e.g., announcements about new or revised modules, field-testing opportunities).
- ⇒ **OSEP Monthly Newsletter:** IRIS submitted information to be included in the August and September editions of this newsletter for OSEP grantees and stakeholders. In August, we highlighted the module, *Classroom Behavior Management (Part 1)*, and in September we announced the posting of *Classroom Behavior Management (Part 2, Elementary)* as well as the new page edition to the module *Parents: Supporting Learning During the COVID-19 Pandemic*.
- ⇒ **IRIS Stories:** IRIS stories are developed to share how our resources are used throughout the United States and around the world. The latest features Jennifer Sears, an Assistant Professor of Education at the University of North Georgia. In this story and accompanying interview, Jennifer shares her experience using IRIS resources in the Early Childhood Education course that she teaches. It will post early next quarter.
- ⇒ **The IRIS Standard:** The fall 2021 edition was sent to our listserv members in September, just as the new school year was getting underway. This allowed us to disseminate information about our updated and expanded module suite on classroom behavior management as well as many other resources targeting teachers, school leaders, and college faculty.



- ⇒ **CEC Partner Directory:** In July, the Council for Exceptional Children (CEC) launched a new Partner Solutions Directory, which serves as a guide to businesses, organizations, and resources that support the special education community. As a featured partner, IRIS has a dedicated entry in the directory, which includes a description of the center, a link to our Website, and information about and links to ten of our resources. Additionally, CEC sent out e-blasts in early and mid-July featuring IRIS.
- ⇒ **CEC Professional Forum:** We continue to monitor and respond to questions posed on the CEC Forum to make educators aware of IRIS resources, though other CEC members frequently recommend IRIS resources as well.
- ⇒ **Social Media:** Our center's social media following and number of engagements continue to grow at a rapid rate. As of this report, IRIS has 4,236 (compared to 4,093 last quarter) followers on Twitter. Our Twitter impressions for that period totaled more than 97,000 (compared to 84,000 for the previous quarter), yet another sign of sustained and robust growth.

**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:** IRIS has developed a conference dissemination plan that extends into the second quarter of 2022 and aims to reach a number of diverse user groups.
  - ❖ **Alabama MEGA Conference Presentation:** In July, IRIS conducted a presentation that was pre-recorded and posted on the conference's Website for attendees to view on demand. The presentation, *A Reliable Friend in a Time of Change: Free Professional Development from the IRIS Center*, served as an introduction to IRIS, detailed our growing PD options, and featured interviews with IRIS users in Kentucky, Oklahoma, and Florida. Following the conference, a session evaluation indicated that the presentation was effective, as all evaluation scores from participants ranged from 3.79 to 4.0 (perfect score).
  - ❖ **Project Director's Meeting:** In July, IRIS presented at the OSEP Project Director's Meeting. The virtual session—which covered resources about the development and implementation of high-quality IEPs from three OSEP-funded centers—resulted from a cross-center collaboration with the PROGRESS Center and the National Center on Intensive Intervention (NCII) and featured resources from all three centers.
  - ❖ **OSEP Leadership and Project Director's Virtual Conference Booth:** IRIS hosted a virtual booth at the OSEP Leadership and Project Directors' Conference on July 19–22, 2021. This booth included a short introductory video about IRIS and featured five IRIS Modules.

- ❖ **Region B Parent Center Conference:** In September, IRIS participated in a virtual event hosted by the Region B Parent Center. In the Exhibit Hall, IRIS shared handouts and information about new IRIS resources and COVID-19 materials for parents. IRIS also participated in a virtual drop-in event where conference participants were encouraged to ask questions.
- ❖ **TED Conference:** Although IRIS proposals for a presentation and a two-hour workshop for doctoral students and new faculty were accepted for this in-person conference in November, IRIS has decided not to attend due to the changing COVID conditions.
- ❖ **CEC Conference:** The four previously submitted conference presentation proposals have been accepted for the 2022 CEC Convention & Expo and 100th Anniversary Celebration. Although, we originally planned to attend the in-person event, due to changing safety issues related to COVID-19, we will present virtually. Additionally, we will host a virtual exhibit booth.
- ❖ **National ESEA Conference:** Due to the changing COVID conditions, IRIS has decided not to host an exhibit booth at the 2022 Elementary and Secondary Education Act Network (ESEA) conference, which will be held in February in New Orleans.

**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 Modules and other resources. Notes on our recent activities to this purpose can be found below.

- ❖ **IRIS Pilot Virtual Workshop for OSEP Interns:** IRIS completed a four-week pilot virtual workshop in July with OSEP interns, doctoral students, and doctoral candidates. Feedback and survey data from participants (see below) indicate that the workshop was a success. Based on these data, IRIS will conduct more virtual workshops in Year 5.

#### **Participant comments:**

“I never realized how many resources were available and how many I could use in my lessons. I often find myself worried that supplemental information is not 100% accurate or that the students won’t learn from it. I am confident that no matter what I use from the IRIS Center, the information is trustworthy and accurate. Great

way to enhance my lessons!”

“This is so necessary! I thought I was very familiar with IRIS, but I only knew what I learned about it a decade ago.”

“The content was easy to follow, sufficient in depth, and engaging.”

“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.”

Evaluation survey data indicate that 100% of the participants indicated that:

- The quality, relevance, and usefulness of the workshop was **very good** or **excellent**
- The workshop **extremely** increased their awareness, knowledge, and understanding of IRIS Open Educational Resources (OERs)
- It is **extremely** likely their students would be better able to apply evidence-based practices in a classroom setting because of IRIS resources
- It is **extremely** or **moderately** likely that they will embed IRIS resources in future courses
- It is **extremely** or **moderately** likely that they will use IRIS resources to increase their personal knowledge about professional content

⇒ **PD Certificates for Educators:** IRIS PD Certificates for Educators allow individual users to pursue certificates for professional development hours.

❖ **New Certificates Available:** Certificates for the following classroom behavior management modules are now available in the professional development section of the IRIS Website:

- Classroom Behavior Management (Part 1): Key Concepts and Foundational Practices
- Classroom Behavior Management (Part 2, Elementary): Developing a Behavior Management Plan
- Classroom Behavior Management (Part 2, Secondary): Developing a Behavior Management Plan

⇒ **Micro-Credentials:** IRIS received eight submissions during this quarter for the following micro-credentials:

- ❖ Presentation accommodations: one submission, currently under assessment
- ❖ Response accommodations: two submissions; one awarded, one denied
- ❖ Setting accommodations: four submissions; two awarded, one denied; one currently under assessment
- ❖ Timing and scheduling accommodations: one submission; it was awarded

⇒ **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, and to regularly contact schools and districts whose accounts have expired regarding possible renewal.
- ❖ **Platform Queries:** This quarter, the IRIS TA team has met with, performed demonstrations of the School & District Platform, or sent quotes to school districts in Tennessee, New York, Texas, and North Carolina.

**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.*

⇒ **Field-Testing:** Because of the many pandemic-related challenges encountered over the past year and a half, we postponed field-testing until this fall. In September we recruited six faculty members teaching undergraduate or graduate courses to field-test five modules: *Family Engagement: Collaborating with Families of Students with Disabilities, Assistive Technology: An Overview, Classroom Behavior Management (Part 1): Key Concepts and Foundational Practices, Classroom Behavior Management (Part 2: Elementary): Developing a Comprehensive Behavior Management Plan and Classroom Behavior Management (Part 2: Secondary): Developing a Comprehensive Behavior Management Plan.* We were unable to identify a faculty member to field-test the module, *How Administrators Can Support the Development and Implementation of High-Quality IEPs* (which is partially field-tested), and therefore, we will field-test that module in the spring.

⇒ **Evaluation Projects:** The IRIS evaluation projects are supported by a subcontract from Vanderbilt University to the University of Georgia (UGA). Dr. Sayeski, associate professor (UGA), coordinates and manages all evaluation projects.

- ❖ **Impact Survey II (Fall 2021):** In 2019, the evaluation team conducted a survey of IRIS users. Survey respondents included faculty, university students, professional development providers, and professional development recipients. In the fall of 2021, a similar survey (Impact Survey II) will be conducted to determine if there have been changes in who IRIS users are, which IRIS open-educational resources (OERs) are used, how IRIS OERs are used, and the perceived value of IRIS OERs. Since 2019, new IRIS resources have been added. In addition, the COVID pandemic created new demands for online professional development materials such as the ones provided by IRIS. Given these changes, we anticipate differences in how users engaged with IRIS resources when compared to the 2019 findings. Data from the survey will inform future IRIS development work.
  
- ❖ **External Evaluator: External Evaluator:** This quarter, Sarah Heinemeier of Compass Evaluation and Research has worked on refining the types of reports and data accessed through GoogleAnalytics. This information, particularly when compared across quarters, will serve as formative evaluation data and help the IRIS team make development and dissemination decisions. The attached full report includes information on Website visits, visitors, user acquisitions, pages viewed per session, page depth, session duration, and more. Of particular interest to the U.S. Department of Education might be the outbound traffic data (see pp. 6-7)—where IRIS users go after leaving the IRIS site, often via recommended materials or embedded links in IRIS resources. The top outbound site is [ies.ed.gov](https://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, Reading Rockets, CAST). Outbound traffic also goes to organizations like Understood and CEC's Division for Early Childhood, and to trusted sites like [bestevidence.org](https://bestevidence.org) and [promisingpractices.net](https://promisingpractices.net). The IRIS Center's own Website is also a top outbound destination, due to links and recommendations from one IRIS resource to another. Finally, it is reinforcing to see that our Kahoot! quizzes are a consistent top outbound destination (third highest overall in 2021), validating the use of these formative assessment tools for both IHE and PD use.
  
- ⇒ **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 **2,257** respondents to this survey. The tables below contain a bit more information about those respondents. Similar to last quarter, the increase in use by paraprofessionals/educational assistants is substantial.

Table 1. Current Positions

Respondents	Number
College Student	609
Graduate Student	498
Experienced Teacher	396
Instructional Assistant/Paraprofessional	346
New Teacher	234
Other	46
School Leader	58
Missing	17
PD Provider	19
College Faculty	29
Parent	5
<b>Total</b>	<b>2,257</b>

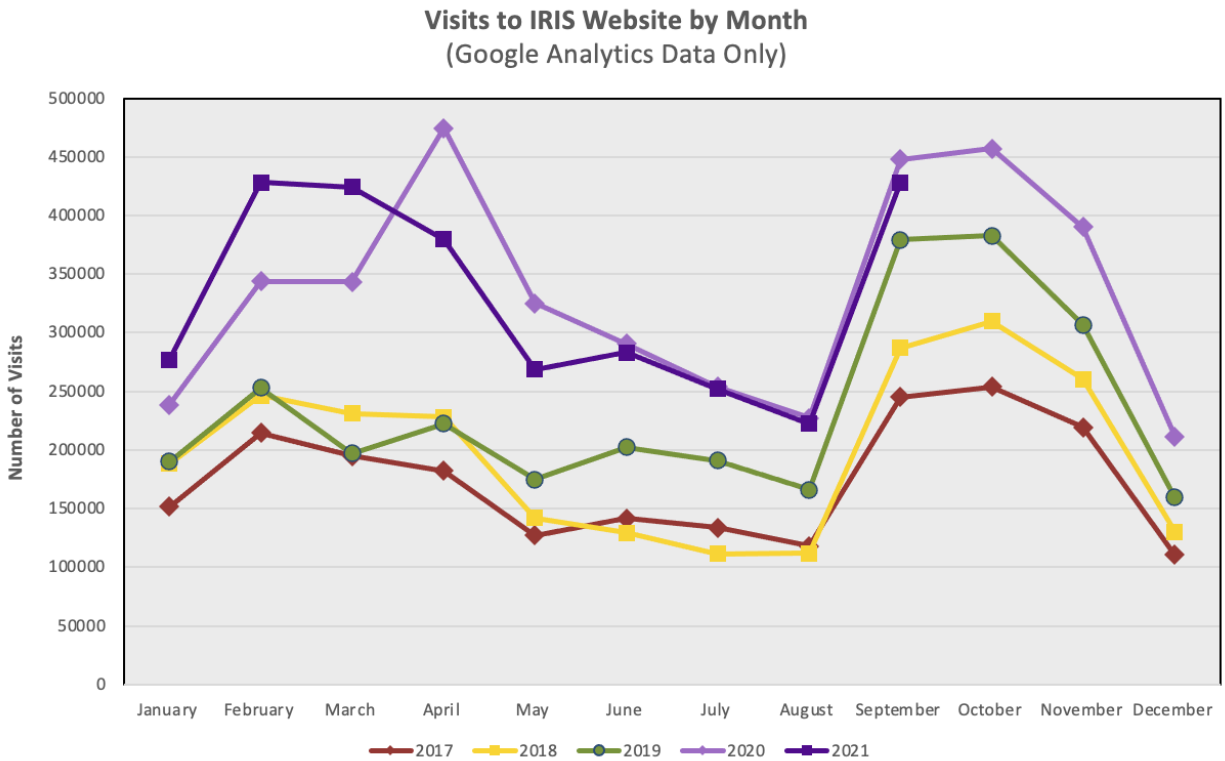
Table 2. Education Area

Response	Number
Special Education	864
General Education	606
Early Childhood Education	383
Other	229
Early Childhood Special Education	102
Missing	43
Early Intervention Services	30
<b>Total</b>	<b>2,257</b>

Table 3. Module Ratings

	Mean Ratings
Quality	4.6
Relevance	4.6
Usefulness	4.6

**Website Visitor Data:** During this third quarter, GoogleAnalytics data showed **903,024 visits** to the IRIS Website, a decrease of **2.8% over the same period last year**. A look at the graph below highlights the unusual use pattern that caused this decrease. This year's monthly data reflect the typical "IRIS spider" pattern for the spring (monthly use increases at the beginning of the semester—January and February—and subsequent decreases in March—generally due to spring breaks—and continued decreases at the end of the semester. However, the same time period for 2020 reflects the pandemic-related surge in use in the second half of March (resulting in no decrease from February), April, and May. However, we began to catch up to the pandemic-related surge during the summer months and, overall, we still have a slight increase (0.7%) over 2020. The good news is that this quarter's percent decrease is much lower than that of the previous quarter (14.5%) and we will increase dissemination efforts to maintain a similarly high levels of use across the fall.



**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.

- ❖ **Ci3T:** In collaboration with the center for Comprehensive, Integrated Three-Tiered Model of Prevention (Ci3T), IRIS is developing a pair of fundamental skill sheets that describe low-intensity strategies for virtual learning environments. The first on virtual behavior-specific praise recently posted. The second on virtual precorrection is still under development. Ci3T will also link to these resources.
- ❖ **Educators Rising:** IRIS is working with representatives from Educators Rising to embed IRIS resources into their national curriculum for high school students. The initial curricular topic area is focused on inclusive school environments. IRIS has delivered a set of draft lesson plans and will be meeting with ER representatives early in the next quarter to plan next steps.

- ❖ **TIES Center:** As mentioned earlier, IRIS is collaborating with the TIES Center, the national technical assistance center on inclusive practices and policies, to develop a module that focuses on collaborative planning by general and special education teachers to effectively include students with significant cognitive disabilities in general education classrooms.
  - ❖ **NCII:** The National Center on Intensive Intervention builds the capacity of state and local education agencies, universities, practitioners, and others to support implementation of intensive for students with severe and persistent learning or behavioral needs. Because of overlapping goals, IRIS and NCII are perfect dissemination partners, with each center sharing information about the other's resources. Additionally, once IRIS has completed revisions to our online glossary of disability related terms, NCII will host that resource on their own site, rather than develop their own, thus reducing a possible redundancy of effort between our two centers. We hope to complete this process in Year 5.
  - ❖ **PROGRESS Center:** IRIS participated in the PROGRESS Center's Virtual Thought Leader Summit on September 23, 2021. The goal of this summit was to "...focus on policy, research, and practice related to high-quality educational programming for students with disabilities for return to school with the goal of prioritizing recommendations for optimizing learning for students with disabilities as part of our post-pandemic recovery efforts." In addition to the large-group meeting, IRIS participated in the social-emotional learning small-group session.
  - ❖ **NCII and PROGRESS Center:** Representatives from IRIS, NCII, and the PROGRESS Center co-presented at the virtual OSEP Project Directors Meeting in July. The presentation addressed high-quality IEPs and the resources from the three centers that are available to support their development. Additionally, representatives of all three centers meet monthly to share ideas and to discuss possible collaborative efforts.
- ⇒ **IRIS Ambassadors:** Plans are underway for an IRIS Ambassador Meeting in October, during which IRIS will share information and newly developed IRIS Ambassador materials about our newly revised behavior management modules, our new line of Teacher Tip Sheets, and our fundamental skill sheet for virtual learning. This will allow them to effectively disseminate information about our recently developed resources.

**PERSONNEL:** *See this space for notes and information on new or outgoing IRIS personnel.*

- ⇒ Sara Ioannou, currently a research assistant at Vanderbilt University and an IRIS Summer Intern, will be joining IRIS full-time in mid-October. Because of her strong research skills and attention to detail, she will be instrumental in the resource development process.



⇒ IRIS bids farewell to summer interns Jordan Lukins, new faculty member at North Carolina State University, and Nicole Homerin, doctoral student at California State University-Los Angeles. Both Jordan and Nicole were crucial to helping IRIS meet its development timelines and we look forward to continued collaborations in the future as their time commitments allow.