















THE IRIS CENTER

IRIS MODULES AND CASE STUDIES







KEY:  MODULE  CASE STUDY

















Most Recent Update: 03/06/13

Accommodations		
STATUS	MATERIALS	DESCRIPTION
 Available online	 Accessing the General Education Curriculum: Inclusion Considerations for Students with Disabilities <i>(McLaughlin/Nolet)</i>	This module highlights classroom considerations that promote access to the general education curriculum for students with disabilities.
 Available online	 Accommodations to the Physical Environment: Setting up a Classroom for Students with Visual Disabilities <i>(Originally developed by Anne Corn; revision by Brenda Naimy)</i>	The resources in this module offer helpful tips on setting up the physical aspects of your classroom and will introduce types of equipment used by students with visual disabilities.
 Available online	 Accommodations: Instructional and Testing Supports for Students with Disabilities <i>(Ryan Kettler)</i>	This module provides an overview of accommodations for students with disabilities.
 Available online	 Accountability: High-Stakes Testing for Students with Disabilities <i>(McLaughlin/Nolet)</i>	This module presents information on legal requirements and accommodations for testing students with disabilities, in addition to highlighting considerations for interpreting performance data for this population.
 Available online	 Assistive Technology: An Overview <i>(Dave Edyburn)</i>	This module offers an overview of assistive technology (AT) and explores ways to expand students' access to it in the classroom.
 Available online	 Bookshare: Providing Accessible Materials for Students with Print Disabilities	This module presents an overview of Bookshare, a project supported by the U.S. Department of Education and OSEP, which provide books in digitized formats to individuals who have print disabilities. On hand is information about how such students can access textbooks, other instructional materials, and text-reader software at no cost, as well as how teachers can use this information in their daily instructional planning.
 Available online	 Content Standards: Connecting Standards-Based Curriculum to Instructional Planning <i>(Zina Yzquierdo)</i>	Teachers are required to implement the adopted content standards and to make the connection between standards-based curriculum and the planning and designing of lessons to ensure that students meet expected content standards. This module serves as a basic guide for the process.



 <p>Available online</p>	 <p>Cultural and Linguistic Differences: What Teachers Should Know</p>	<p>This module examines the ways in which culture influences the daily interactions that occur across all classrooms and provides practice for enhancing culturally responsive teaching. This module is a revision of "Teachers at the Loom: Weaving Together Culture, Family, and Instruction for Culturally and Linguistically Diverse Exceptional Students."</p>
 <p>Available online</p>	 <p>Effective Room Arrangement (Evertson/Poole)</p>	<p>This group of case studies includes engaging scenarios to introduce students to important concepts regarding classroom arrangement for effective classroom management.</p>
 <p>Available online</p>	 <p>Instructional Accommodations: Making the Learning Environment Accessible to Students with Visual Disabilities (Originally developed by Anne Corn; revision by Brenda Naimy)</p>	<p>This module highlights tips for modifying lessons and ways to make lessons accessible for students with disabilities.</p>
 <p>Available online</p>	 <p>Teaching and Learning in New Mexico: Considerations for Diverse Student Populations (Naomi Tyler)</p>	<p>Though developed specifically for the New Mexico Public Education Department, this module offers a broad overview of how diversity (i.e., culture, language, exceptionality, and socioeconomic status) affects learning and how teachers can better meet the needs of all students in their classes.</p>
 <p>Available online</p>	 <p>The Pre-Referral Process: Procedures for Supporting Students with Academic and Behavioral Concerns (Don Compton)</p>	<p>This module highlights the benefits of the pre-referral process—a preventative approach that can eliminate inappropriate referrals to special education—and outlines the six stages most commonly involved in its implementation.</p>
 <p>Available online</p>	 <p>Universal Design for Learning: Creating a Learning Environment that Challenges and Engages All Students</p>	<p>This module examines the three principles of Universal Design for Learning (UDL) and discusses how to apply these principles to the four curricular components (i.e., goals, instructional materials, instructional methods, and assessments).</p>



Assessment (includes Progress Monitoring)

STATUS	MATERIALS	DESCRIPTION
 <p>Available online</p>	 <p>Accessing the General Education Curriculum: Inclusion Considerations for Students with Disabilities (McLaughlin/Nolet)</p>	<p>This module highlights classroom considerations that promote access to the general education curriculum for students with disabilities.</p>
 <p>Available online</p>	 <p>Accommodations: Instructional and Testing Supports for Students with Disabilities (Ryan Kettler)</p>	<p>This module provides an overview of accommodations for students with disabilities.</p>
 <p>Available online</p>	 <p>Accountability: High-Stakes Testing for Students with Disabilities (McLaughlin/Nolet)</p>	<p>This module presents information on legal requirements and accommodations for testing students with disabilities, in addition to highlighting considerations for interpreting performance data for this population.</p>















 Available online	 Classroom Assessment (Part 1): An Introduction to Monitoring Academic Achievement in the Classroom (Fuchs/Fuchs)	This module discusses how progress monitoring can affect the academic outcomes of students, and it demonstrates how to implement curriculum-based measurement with a classroom of students.
 Available online	 Classroom Assessment (Part 2): Evaluating Reading Progress (Fuchs)	This module explores in detail the assessment procedures integral to RTI. It also outlines how to use progress monitoring data to determine if a student is meeting the established performance criteria or if more intensive intervention is needed.
 Available online	 Effective School Practices: Promoting Collaboration and Monitoring Student's Academic Achievement (McLaughlin/Nolet)	This module focuses on the entire school population and highlights partnerships between general education and special education faculty that result in the creation of a 'collective responsibility' and shared high expectations for all students.
 Available online	 Functional Behavioral Assessment: Identifying the Reasons for Problem Behavior and Developing a Behavior Plan (Kathleen Lane)	This module explores the basic principles of behavior and the importance of discovering the reasons that students engage in problem behavior. The steps to conducting a functional behavioral assessment and developing a behavior plan are described.
 Available online	 RTI (Part 2): Assessment (Fuchs/Fuchs/Vaughn/ Woodruff)	This module explores in detail the assessment procedures integral to RTI. It also outlines how to use progress monitoring data to determine if a student is meeting the established performance criteria or if more intensive intervention is needed.
 Available online	 RTI (Part 4): Putting It All Together (Fuchs/Fuchs/Vaughn/ Woodruff)	This module synthesizes the information in RTI (Parts 1, 2, and 3) to provide teachers and other school personnel with a more comprehensive illustration of how to successfully implement RTI.
 Available online	 RTI: Data-Based Decision Making	This case study provides information about how to examine a student's progress monitoring data to determine if the student is responding adequately or if the student would benefit from more intense intervention. It can serve as a companion to the modules 'RTI (Part 2): Assessment' and 'RTI (Part 4): Putting It All Together.'
 Available online	 RTI: Progress Monitoring	This case study set is intended to be a supplement to the IRIS Center's RTI Module series, providing additional opportunities to practice the application of basic progress monitoring concepts within the response to intervention (RTI) approach, including the administration and scoring of probes as well as the graphing of student progress.









Assistive Technology

STATUS	MATERIALS	DESCRIPTION
 Available online	 Assistive Technology: An Overview (Dave Edyburn)	This module offers an overview of assistive technology (AT) and explores ways to expand students' access to it in the classroom.











 <p>Available online</p>	 <p>Bookshare: Providing Accessible Materials for Students with Print Disabilities</p>	<p>This module presents an overview of Bookshare, a project supported by the U.S. Department of Education and OSEP, which provide books in digitized formats to individuals who have print disabilities. On hand is information about how such students can access textbooks, other instructional materials, and text-reader software at no cost, as well as how teachers can use this information in their daily instructional planning.</p>
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Behavior and Classroom Management

STATUS	MATERIALS	DESCRIPTION
 <p>Available online</p>	 <p>Addressing Disruptive and Noncompliant Behaviors (Part 1): Understanding the Acting-Out Cycle (Lane/Wehby)</p>	<p>The first in a two-part series, this module discusses problem behavior in terms of the stages of the acting-out cycle and suggests ways to respond to students in the cycle's different phases.</p>
 <p>Available online</p>	 <p>Addressing Disruptive and Noncompliant Behaviors (Part 2): Behavioral Interventions (Lane/Wehby)</p>	<p>The second in a two-part series, this module describes interventions that can increase initial compliance to teacher requests as well as interventions that can be implemented to decrease disruptive and noncompliant behaviors.</p>
 <p>Available online</p>	 <p>Classroom Management (Part 1): Learning the Components of a Comprehensive Behavior Management Plan (Mike Rosenberg, Lori Jackman)</p>	<p>This module—a revision of Who's In Charge? Developing a Comprehensive Behavior Management System—highlights the importance of establishing a comprehensive classroom behavior management system composed of a statement of purpose, rules, procedures, consequences, and an action plan. It also provides information about how culture, classroom factors, and teacher actions can influence student behavior.</p>
 <p>Available online</p>	 <p>Classroom Management (Part 2): Developing Your Own Comprehensive Behavior Management Plan (Mike Rosenberg, Lori Jackman)</p>	<p>This module—a revision of You're in Charge! Developing Your Own Comprehensive Behavior Management Plan—reviews the major components of classroom management (including rules, procedures, and consequences) and guides users through the steps of creating their own comprehensive behavior plan. The module is a companion to Classroom Management (Part 1): Learning the Components of a Comprehensive Behavior Management Plan.</p>
 <p>Available online</p>	 <p>Defining Behavior (Sara Bicard/ David Bicard)</p>	<p>This case study describes how to clearly define a student's behavior so that when they occur they can be reliably identified, measured, or counted in some way. This case study can serve as a companion for the Functional Behavior Assessment module.</p>
 <p>Available online</p>	 <p>Encouraging Appropriate Behavior (Christina Curran)</p>	<p>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.</p>
 <p>Available online</p>	 <p>Fostering Student Accountability for Classroom Work (Evertson/ Poole)</p>	<p>Through realistic classroom scenarios, this case study set introduces five key components of an effective accountability system and offers guidance on how to implement these strategies in a classroom setting.</p>


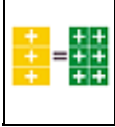
 Available online	 Functional Behavioral Assessment: Identifying the Reasons for Problem Behavior and Developing a Behavior Plan (<i>Kathleen Lane</i>)	This module explores the basic principles of behavior and the importance of discovering the reasons that students engage in problem behavior. The steps to conducting a functional behavioral assessment and developing a behavior plan are described.
 Available online	 Measuring Behavior (<i>Sara Bicard/ David Bicard</i>)	This case study unit provides information on how to collect observational data on student behavior. Methods introduced include event, interval, duration, and latency recording.
 Available online	 Norms and Expectations (<i>Evertson/ Poole</i>)	This case study set provides scenarios and strategies that focus on the establishment of classroom norms and expectations through the development of rules and procedures.
 Available online	 SOS: Helping Students Become Independent Learners (<i>Bob Reid</i>)	This module describes how teachers can help students stay on task by learning to regulate their behavior. The four strategies discussed are self-monitoring, self-instruction, goal-setting, and self-reinforcement.

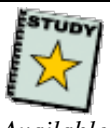
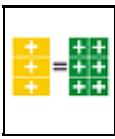


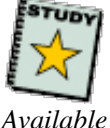

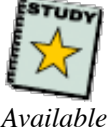










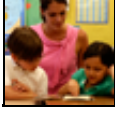
Collaboration








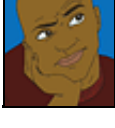

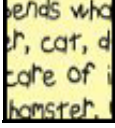
STATUS	MATERIALS	DESCRIPTION
 Available online	 Accommodations to the Physical Environment: Setting up a Classroom for Students with Visual Disabilities (<i>Originally developed by Anne Corn; revision by Brenda Naimy</i>)	The resources in this module offer helpful tips on setting up the physical aspects of your classroom and will introduce types of equipment used by students with visual disabilities.
 Available online	 Addressing the Revolving Door: How to Retain Your Special Education Teachers (<i>Bonnie Billingsley</i>)	This module highlights the key elements for school administrators who seek to support special educators and increase teacher retention.
 Available online	 Beginning Teacher Support (<i>Bonnie Billingsley</i>)	Providing effective strategies for the support of beginning teachers, this case study offers school leaders guidance for increasing the retention of beginning special educators.
 Available online	 Collaborating with Families (<i>The PACER Center</i>)	Designed to help teachers build positive relationships with families, this module highlights the diversity of families and addresses the factors that school personnel should understand about working with the families of children with disabilities.
 Available online	 Effective School Practices: Promoting Collaboration and Monitoring Student's Academic Achievement (<i>McLaughlin/Nolet</i>)	This module focuses on the entire school population and highlights partnerships between general education and special education faculty that result in the creation of a 'collective responsibility' and shared high expectations for all students.

 <p>Available online</p>	 <p>Guiding the School Counselor: An Overview of Roles and Responsibilities (Amy Milsom)</p>	<p>This module offers an overview for school counselors and includes definitions of counselors' various roles and responsibilities when working with students with disabilities. Those viewing the module can learn about how counselors may participate in IEP team meetings, how to determine the need for group or individual counseling, how to assist with transition planning, and how to pursue referrals to other professionals when appropriate.</p>
 <p>Available online</p>	 <p>School Counselors: Facilitating Transitions for Students with Disabilities from High School to Post-School Settings (Blalock/Noonan/O'Leary/Patton)</p>	<p>This module provides information for counselors and other education professionals to assist high school students with disabilities in the transition from the school environment to a post-school setting.</p>
 <p>Available online</p>	 <p>School Nurses: Roles and Responsibilities in the School Setting</p>	<p>This module is designed for school nurses. It provides an overview of school nurses' roles in serving all students in the school environment, in addition to addressing specific roles for working with students with disabilities. More specifically, it discusses participating in 504 plan and IEP meetings, advocating for students with health care needs, promoting their services and their roles as school nurses, collaborating with others, and establishing networks.</p>
 <p>Available online</p>	 <p>Serving Students with Visual Impairments: The Importance of Collaboration (Diane Fazzi)</p>	<p>This module underscores the importance of the general education teacher's collaborating with professionals and other individuals knowledgeable about the needs of students with visual disabilities.</p>
 <p>Available online</p>	 <p>Supporting Beginning Special Educators: Tips for Educational Leaders (Bonnie Billingsley)</p>	<p>This module emphasizes the importance of administrative support for beginning special education teachers. It demonstrates how teacher support can increase the teacher's effectiveness in the classroom.</p>
 <p>Available online</p>	 <p>The Pre-Referral Process: Procedures for Supporting Students with Academic and Behavioral Concerns (Don Compton)</p>	<p>This module highlights the benefits of the pre-referral process—a preventative approach that can eliminate inappropriate referrals to special education—and outlines the six stages most commonly involved in its implementation.</p>
 <p>Available online</p>	 <p>Working With Your School Nurse: What General Education Teachers Should Do to Promote Educational Success for Students With Health Needs</p>	<p>This module is designed for school personnel who may be collaborating with the school nurse during IEP meetings or during other occasions involving the health problems of students with disabilities.</p>








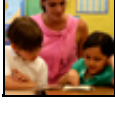
Content Instruction









STATUS	MATERIALS	DESCRIPTION
 <p>Available online</p>	 <p>Algebra (Part 1): Applying Learning Strategies to Beginning Algebra (Kim Paulsen)</p>	<p>This case study unit offers strategies for working with students with disabilities who have difficulty with beginning algebra. It provides information on strategies such as using algebra manipulatives, teaching vocabulary, and implementing graphic organizers.</p>

 <p>Available online</p>	 <p>Algebra (Part 2): Applying Learning Strategies to Intermediate Algebra (<i>Kim Paulsen</i>)</p>	<p>This case study unit offers strategies for working with students with disabilities who have difficulty with algebra. It provides information on strategies such as using intermediate algebra manipulatives, teaching vocabulary, and implementing graphic organizers.</p>
 <p>Available online</p>	 <p>CSR: A Reading Comprehension Strategy (<i>Sharon Vaughn</i>)</p>	<p>This module outlines Collaborative Strategic Reading (CSR), a strategy for helping students to improve their reading comprehension skills. In CSR, students work together in small groups to apply comprehension strategies as they read text from a content area, such as social studies or science.</p>
 <p>Available online</p>	 <p>Comprehension and Vocabulary: Grades 3-5 (<i>Kim Paulsen</i>)</p>	<p>This case study unit focuses on comprehension and vocabulary strategies that correspond with third-through fifth-grade reading curriculum.</p>
 <p>Available online</p>	 <p>Early Reading (<i>Sayeski/Paulsen</i>)</p>	<p>This case study set offers realistic scenarios that introduce students to reading strategies appropriate for Kindergarten and first-grade classrooms.</p>
 <p>Available online</p>	 <p>Fluency and Word Identification: Grades 3-5 (<i>Kim Paulsen</i>)</p>	<p>This case study unit identifies strategies that may be implemented when students are having difficulties with word identification and fluency in the upper-elementary grades.</p>
 <p>Available online</p>	 <p>High-Quality Mathematics Instruction: What Teachers Should Know</p>	<p>This module describes the components of high-quality mathematics instruction: a standards-based curriculum and evidence-based strategies. It also highlights several effective practices teachers can use to teach mathematics.</p>
 <p>Available online</p>	 <p>Improving Writing Performance: A Strategy for Writing Persuasive Essays (<i>Torri Lienemann</i>)</p>	<p>This module highlights the differences between students who write well and those who struggle. Elements of the writing process are discussed, as are the prerequisite skills students need to write good papers. The module outlines and describes the process for teaching students the POW+TREE strategy, a writing strategy to help students produce better persuasive essays.</p>
 <p>Available online</p>	 <p>PALS: A Reading Strategy for Grades 2-6</p>	<p>This module outlines the benefits of implementing PALS for Grades 2-6, a peer tutoring strategy in which students work in pairs to strengthen their reading skills. Also included are step-by-step instructions for each of the three PALS activities as well as printable PALS materials.</p>
 <p>Available online</p>	 <p>PALS: A Reading Strategy for Grades K-1</p>	<p>This module outlines the benefits of implementing PALS for Grades K-1, a peer tutoring strategy in which students work in pairs to strengthen their reading skills. Also included are step-by-step instructions for each of the PALS activities as well as printable PALS materials.</p>











 <p>Available online</p>	 <p>PALS: A Reading Strategy for High School</p>	<p>This module outlines the benefits of implementing PALS for high school, a peer tutoring strategy in which students work in pairs to strengthen their reading skills. Also included are step-by-step instructions for each of the three PALS activities as well as printable PALS materials.</p>
 <p>Available online</p>	 <p>Providing Instructional Supports: Facilitating Mastery of New Skills (Bob Reid)</p>	<p>This module explores the importance of scaffolding and modeling for students as they learn new skills and strategies.</p>
 <p>Available online</p>	 <p>RTI (Part 3): Reading Instruction (Fuchs/Fuchs/Vaughn/ Woodruff)</p>	<p>This module illustrates different research-based reading strategies that may be used with the Response-to-Intervention model to improve reading skills.</p>
 <p>Available online</p>	 <p>SRSD: Using Learning Strategies to Enhance Student Learning (Reid/Graham/Harris)</p>	<p>This module features the Self-Regulated Strategy Development (SRSD) model, which outlines the six steps required to effectively implement any instructional strategy and emphasizes the time and effort required to do so.</p>
 <p>Available online</p>	 <p>Written Expression: Grades 2–5 (Bob Reid)</p>	<p>This case study offers information about writing strategies that will benefit those students who struggle with written expression, helping them to feel less anxious or frustrated when faced with a writing assignment.</p>

Differentiated Instruction









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 <p>Available online</p>	 <p>CSR: A Reading Comprehension Strategy (Sharon Vaughn)</p>	<p>This module outlines Collaborative Strategic Reading (CSR), a strategy for helping students to improve their reading comprehension skills. In CSR, students work together in small groups to apply comprehension strategies as they read text from a content area, such as social studies or science.</p>
 <p>Available online</p>	 <p>Differentiated Instruction: Maximizing the Learning of All Students</p>	<p>This module discusses the importance of differentiating three aspects of instruction: content, process (instructional methods), and product (assessment). It also explores the student traits—readiness level, interest, and learning profile—that influence learning.</p>
 <p>Available online</p>	 <p>PALS: A Reading Strategy for Grades 2–6</p>	<p>This module outlines the benefits of implementing PALS for Grades 2–6, a peer tutoring strategy in which students work in pairs to strengthen their reading skills. Also included are step-by-step instructions for each of the three PALS activities as well as printable PALS materials.</p>
 <p>Available online</p>	 <p>PALS: A Reading Strategy for Grades K–1</p>	<p>This module outlines the benefits of implementing PALS for Grades K–1, a peer tutoring strategy in which students work in pairs to strengthen their reading skills. Also included are step-by-step instructions for each of the PALS activities as well as printable PALS materials.</p>

 <p>Available online</p>	 <p>PALS: A Reading Strategy for High School</p>	<p>This module outlines the benefits of implementing PALS for high school, a peer tutoring strategy in which students work in pairs to strengthen their reading skills. Also included are step-by-step instructions for each of the three PALS activities as well as printable PALS materials.</p>
 <p>Available online</p>	 <p>RTI (Part 3): Reading Instruction (Fuchs/Fuchs/Vaughn/ Woodruff)</p>	<p>This module illustrates different research-based reading strategies that may be used with the Response-to-Intervention model to improve reading skills.</p>
 <p>Available online</p>	 <p>RTI (Part 4): Putting It All Together (Fuchs/Fuchs/Vaughn/ Woodruff)</p>	<p>This module synthesizes the information in RTI (Parts 1, 2, and 3) to provide teachers and other school personnel with a more comprehensive illustration of how to successfully implement RTI.</p>
 <p>Available online</p>	 <p>Universal Design for Learning: Creating a Learning Environment that Challenges and Engages All Students</p>	<p>This module examines the three principles of Universal Design for Learning (UDL) and discusses how to apply these principles to the four curricular components (i.e., goals, instructional materials, instructional methods, and assessments).</p>


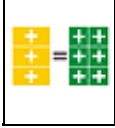

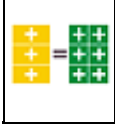



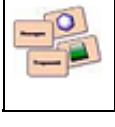
Disability

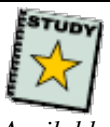

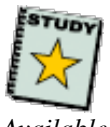















STATUS	MATERIALS	DESCRIPTION
 <p>Available online</p>	 <p>Accommodations to the Physical Environment: Setting up a Classroom for Students with Visual Disabilities (Originally developed by Anne Corn; revision by Brenda Naimy)</p>	<p>The resources in this module offer helpful tips on setting up the physical aspects of your classroom and will introduce types of equipment used by students with visual disabilities.</p>
 <p>Available online</p>	 <p>Instructional Accommodations: Making the Learning Environment Accessible to Students with Visual Disabilities (Originally developed by Anne Corn; revision by Brenda Naimy)</p>	<p>This module highlights tips for modifying lessons and ways to make lessons accessible for students with disabilities.</p>
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 <p>Available online</p>	 <p>The Pre-Referral Process: Procedures for Supporting Students with Academic and Behavioral Concerns (Don Compton)</p>	<p>This module highlights the benefits of the pre-referral process — a preventative approach that can eliminate inappropriate referrals to special education — and outlines the six stages most commonly involved in its implementation.</p>
 <p>Available online</p>	 <p>What Do You See? Perceptions of Disability (Smith/Yzquierdo)</p>	<p>This module encourages students to explore their own attitudes and beliefs about people with disabilities. It highlights the abilities of students with disabilities.</p>












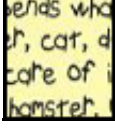
Diversity

STATUS	MATERIALS	DESCRIPTION
 Available online	 Classroom Diversity: An Introduction to Student Differences	This revision of the Teaching and Learning in New Mexico: Considerations for Diverse Student Populations module offers a broad overview of how diversity (i.e., culture, language, exceptionality, and socioeconomic status) affects learning and how teachers can better meet the needs of all their students in their classes.
 Available online	 Cultural and Linguistic Differences: What Teachers Should Know	This module examines the ways in which culture influences the daily interactions that occur across all classrooms and provides practice for enhancing culturally responsive teaching. This module is a revision of "Teachers at the Loom: Weaving Together Culture, Family, and Instruction for Culturally and Linguistically Diverse Exceptional Students."
 Available online	 Teaching English Language Learners: Effective Instructional Practices	This module helps teachers understand second language acquisition, the importance of academic English, and instructional practices that will enhance learning for English Learners.
 Available online	 Teaching and Learning in New Mexico: Considerations for Diverse Student Populations (Naomi Tyler)	Though developed specifically for the New Mexico Public Education Department, this module offers a broad overview of how diversity (i.e., culture, language, exceptionality, and socioeconomic status) affects learning and how teachers can better meet the needs of all students in their classes.


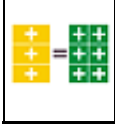

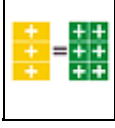


Learning Strategies



















STATUS	MATERIALS	DESCRIPTION
 Available online	 Algebra (Part 1): Applying Learning Strategies to Beginning Algebra (Kim Paulsen)	This case study unit offers strategies for working with students with disabilities who have difficulty with beginning algebra. It provides information on strategies such as using algebra manipulatives, teaching vocabulary, and implementing graphic organizers.
 Available online	 Algebra (Part 2): Applying Learning Strategies to Intermediate Algebra (Kim Paulsen)	This case study unit offers strategies for working with students with disabilities who have difficulty with algebra. It provides information on strategies such as using intermediate algebra manipulatives, teaching vocabulary, and implementing graphic organizers.
 Available online	 CSR: A Reading Comprehension Strategy (Sharon Vaughn)	This module outlines Collaborative Strategic Reading (CSR), a strategy for helping students to improve their reading comprehension skills. In CSR, students work together in small groups to apply comprehension strategies as they read text from a content area, such as social studies or science.
 Available online	 Comprehension and Vocabulary: Grades 3-5 (Kim Paulsen)	This case study unit focuses on comprehension and vocabulary strategies that correspond with third-through fifth-grade reading curriculum.







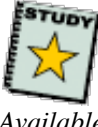

 Available online	 Early Reading (<i>Sayeski/Paulsen</i>)	This case study set offers realistic scenarios that introduce students to reading strategies appropriate for Kindergarten and first-grade classrooms.
 Available online	 Fluency and Word Identification: Grades 3-5 (<i>Kim Paulsen</i>)	This case study unit identifies strategies that may be implemented when students are having difficulties with word identification and fluency in the upper-elementary grades.
 Available online	 Improving Writing Performance: A Strategy for Writing Persuasive Essays (<i>Torri Lienemann</i>)	This module highlights the differences between students who write well and those who struggle. Elements of the writing process are discussed, as are the prerequisite skills students need to write good papers. The module outlines and describes the process for teaching students the POW+TREE strategy, a writing strategy to help students produce better persuasive essays.
 Available online	 PALS: A Reading Strategy for Grades 2–6	This module outlines the benefits of implementing PALS for Grades 2–6, a peer tutoring strategy in which students work in pairs to strengthen their reading skills. Also included are step-by-step instructions for each of the three PALS activities as well as printable PALS materials.
 Available online	 PALS: A Reading Strategy for Grades K–1	This module outlines the benefits of implementing PALS for Grades K–1, a peer tutoring strategy in which students work in pairs to strengthen their reading skills. Also included are step-by-step instructions for each of the PALS activities as well as printable PALS materials.
 Available online	 PALS: A Reading Strategy for High School	This module outlines the benefits of implementing PALS for high school, a peer tutoring strategy in which students work in pairs to strengthen their reading skills. Also included are step-by-step instructions for each of the three PALS activities as well as printable PALS materials.
 Available online	 Providing Instructional Supports: Facilitating Mastery of New Skills (<i>Bob Reid</i>)	This module explores the importance of scaffolding and modeling for students as they learn new skills and strategies.
 Available online	 RTI (Part 3): Reading Instruction (<i>Fuchs/Fuchs/Vaughn/ Woodruff</i>)	This module illustrates different research-based reading strategies that may be used with the Response-to-Intervention model to improve reading skills.
 Available online	 SOS: Helping Students Become Independent Learners (<i>Bob Reid</i>)	This module describes how teachers can help students stay on task by learning to regulate their behavior. The four strategies discussed are self-monitoring, self-instruction, goal-setting, and self-reinforcement.

 <p>Available online</p>	 <p>SRSD: Using Learning Strategies to Enhance Student Learning (Reid/Graham/Harris)</p>	<p>This module features the Self-Regulated Strategy Development (SRSD) model, which outlines the six steps required to effectively implement any instructional strategy and emphasizes the time and effort required to do so.</p>
 <p>Available online</p>	 <p>Secondary Reading Instruction: Teaching Vocabulary and Comprehension in the Content Areas</p>	<p>This module describes how teachers can incorporate vocabulary and reading comprehension skills instruction into content-area lessons and will introduce you to a variety of effective practices—including the use of graphic organizers—to help students better understand what they read.</p>
 <p>Available Fall 2013</p>	 <p>Study Skills (Part 1)</p>	<p>This module will examine the importance of effective study skills strategies and include information on why some students struggle with those skills and why it's critical for teachers to explicitly teach such strategies.</p>
 <p>Available Fall 2013</p>	 <p>Study Skills (Part 2)</p>	<p>This companion to the Study Skills (Part 1) module reiterates the importance of teachers providing explicit instruction on the use of study skills strategies and overviews a number of effective strategies: graphic organizers, note-taking, mnemonics, organizing materials, time management, comprehension strategies, and self-regulation strategies.</p>
 <p>Available online</p>	 <p>Teaching English Language Learners: Effective Instructional Practices</p>	<p>This module helps teachers understand second language acquisition, the importance of academic English, and instructional practices that will enhance learning for English Learners.</p>
 <p>Available online</p>	 <p>Written Expression: Grades 2–5 (Bob Reid)</p>	<p>This case study offers information about writing strategies that will benefit those students who struggle with written expression, helping them to feel less anxious or frustrated when faced with a writing assignment.</p>









Math

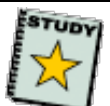















STATUS	MATERIALS	DESCRIPTION
 <p>Available online</p>	 <p>Algebra (Part 1): Applying Learning Strategies to Beginning Algebra (Kim Paulsen)</p>	<p>This case study unit offers strategies for working with students with disabilities who have difficulty with beginning algebra. It provides information on strategies such as using algebra manipulatives, teaching vocabulary, and implementing graphic organizers.</p>
 <p>Available online</p>	 <p>Algebra (Part 2): Applying Learning Strategies to Intermediate Algebra (Kim Paulsen)</p>	<p>This case study unit offers strategies for working with students with disabilities who have difficulty with algebra. It provides information on strategies such as using intermediate algebra manipulatives, teaching vocabulary, and implementing graphic organizers.</p>
 <p>Available online</p>	 <p>High-Quality Mathematics Instruction: What Teachers Should Know</p>	<p>This module describes the components of high-quality mathematics instruction: a standards-based curriculum and evidence-based strategies. It also highlights several effective practices teachers can use to teach mathematics.</p>

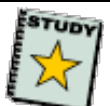
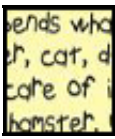
 <p>Available online</p>	 <p>RTI: Mathematics</p>	<p>This module describes the RTI framework as applied to mathematics. It includes discussions of instruction, assessment, and data-based decision making at the primary, secondary, and tertiary levels</p>
<p>RTI (includes Early Intervening)*</p>		
STATUS	MATERIALS	DESCRIPTION
 <p>Available online</p>	 <p>Classroom Assessment (Part 1): An Introduction to Monitoring Academic Achievement in the Classroom (Fuchs/Fuchs)</p>	<p>This module discusses how progress monitoring can affect the academic outcomes of students, and it demonstrates how to implement curriculum-based measurement with a classroom of students.</p>
 <p>Available online</p>	 <p>Classroom Assessment (Part 2): Evaluating Reading Progress (Fuchs)</p>	<p>This module explores in detail the assessment procedures integral to RTI. It also outlines how to use progress monitoring data to determine if a student is meeting the established performance criteria or if more intensive intervention is needed.</p>
 <p>Available online</p>	 <p>High-Quality Mathematics Instruction: What Teachers Should Know</p>	<p>This module describes the components of high-quality mathematics instruction: a standards-based curriculum and evidence-based strategies. It also highlights several effective practices teachers can use to teach mathematics.</p>
 <p>Available online</p>	 <p>RTI (Part 1): An Overview (Fuchs/Fuchs/Vaughn/ Woodruff)</p>	<p>This module outlines the differences between the IQ-achievement discrepancy model and the Response-to-Intervention (RTI) model. It also offers a brief overview of each tier in the RTI model and explains its benefits.</p>
 <p>Available online</p>	 <p>RTI (Part 2): Assessment (Fuchs/Fuchs/Vaughn/ Woodruff)</p>	<p>This module explores in detail the assessment procedures integral to RTI. It also outlines how to use progress monitoring data to determine if a student is meeting the established performance criteria or if more intensive intervention is needed.</p>
 <p>Available online</p>	 <p>RTI (Part 3): Reading Instruction (Fuchs/Fuchs/Vaughn/ Woodruff)</p>	<p>This module illustrates different research-based reading strategies that may be used with the Response-to-Intervention model to improve reading skills.</p>
 <p>Available online</p>	 <p>RTI (Part 4): Putting It All Together (Fuchs/Fuchs/Vaughn/ Woodruff)</p>	<p>This module synthesizes the information in RTI (Parts 1, 2, and 3) to provide teachers and other school personnel with a more comprehensive illustration of how to successfully implement RTI.</p>
 <p>Available online</p>	 <p>RTI (Part 5): A Closer Look at Tier 3 (Fuchs/Fuchs)</p>	<p>This module describes which students will receive Tier 3 intervention (i.e., special education services), components of Tier 3 reading interventions, and students' response to this individualized intervention. This module also explores parent involvement and issues related to English language learners.</p>

 Available online	 RTI: Considerations for School Leaders	This module provides information about ways to build support for RTI, factors that should be addressed when implementing RTI, and methods of collecting data and evaluating the effectiveness of the RTI approach.
 Available online	 RTI: Data-Based Decision Making	This case study provides information about how to examine a student's progress monitoring data to determine if the student is responding adequately or if the student would benefit from more intense intervention. It can serve as a companion to the modules 'RTI (Part 2): Assessment' and 'RTI (Part 4): Putting It All Together.'
 Available online	 RTI: Mathematics	This module describes the RTI framework as applied to mathematics. It includes discussions of instruction, assessment, and data-based decision making at the primary, secondary, and tertiary levels
 Available online	 RTI: Progress Monitoring	This case study set is intended to be a supplement to the IRIS Center's RTI Module series, providing additional opportunities to practice the application of basic progress monitoring concepts within the response to intervention (RTI) approach, including the administration and scoring of probes as well as the graphing of student progress.

Reading, Literacy, Language Arts

STATUS	MATERIALS	DESCRIPTION
 Available online	 CSR: A Reading Comprehension Strategy <i>(Sharon Vaughn)</i>	This module outlines Collaborative Strategic Reading (CSR), a strategy for helping students to improve their reading comprehension skills. In CSR, students work together in small groups to apply comprehension strategies as they read text from a content area, such as social studies or science.
 Available online	 Classroom Assessment (Part 2): Evaluating Reading Progress <i>(Fuchs)</i>	This module explores in detail the assessment procedures integral to RTI. It also outlines how to use progress monitoring data to determine if a student is meeting the established performance criteria or if more intensive intervention is needed.
 Available online	 Comprehension and Vocabulary: Grades 3-5 <i>(Kim Paulsen)</i>	This case study unit focuses on comprehension and vocabulary strategies that correspond with third-through fifth-grade reading curriculum.
 Available online	 Early Reading <i>(Sayeski/Paulsen)</i>	This case study set offers realistic scenarios that introduce students to reading strategies appropriate for Kindergarten and first-grade classrooms.

 Available online	 Fluency and Word Identification: Grades 3-5 <i>(Kim Paulsen)</i>	This case study unit identifies strategies that may be implemented when students are having difficulties with word identification and fluency in the upper-elementary grades.
 Available online	 Improving Writing Performance: A Strategy for Writing Persuasive Essays <i>(Torri Lienemann)</i>	This module highlights the differences between students who write well and those who struggle. Elements of the writing process are discussed, as are the prerequisite skills students need to write good papers. The module outlines and describes the process for teaching students the POW+TREE strategy, a writing strategy to help students produce better persuasive essays.
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 Available online	 PALS: A Reading Strategy for Grades K–1	This module outlines the benefits of implementing PALS for Grades K–1, a peer tutoring strategy in which students work in pairs to strengthen their reading skills. Also included are step-by-step instructions for each of the PALS activities as well as printable PALS materials.
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 Available online	 RTI (Part 3): Reading Instruction <i>(Fuchs/Fuchs/Vaughn/ Woodruff)</i>	This module illustrates different research-based reading strategies that may be used with the Response-to-Intervention model to improve reading skills.
 Available online	 RTI (Part 5): A Closer Look at Tier 3 <i>(Fuchs/Fuchs)</i>	This module describes which students will receive Tier 3 intervention (i.e., special education services), components of Tier 3 reading interventions, and students' response to this individualized intervention. This module also explores parent involvement and issues related to English language learners.
 Available online	 Secondary Reading Instruction: Teaching Vocabulary and Comprehension in the Content Areas	This module describes how teachers can incorporate vocabulary and reading comprehension skills instruction into content-area lessons and will introduce you to a variety of effective practices—including the use of graphic organizers—to help students better understand what they read.














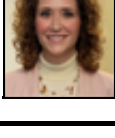






 Available online	 Written Expression: Grades 2–5 <i>(Bob Reid)</i>	This case study offers information about writing strategies that will benefit those students who struggle with written expression, helping them to feel less anxious or frustrated when faced with a writing assignment.
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Related Services

STATUS	MATERIALS	DESCRIPTION
 Available online	 Assistive Technology: An Overview <i>(Dave Edyburn)</i>	This module offers an overview of assistive technology (AT) and explores ways to expand students' access to it in the classroom.
 Available online	 Guiding the School Counselor: An Overview of Roles and Responsibilities <i>(Amy Milsom)</i>	This module offers an overview for school counselors and includes definitions of counselors' various roles and responsibilities when working with students with disabilities. Those viewing the module can learn about how counselors may participate in IEP team meetings, how to determine the need for group or individual counseling, how to assist with transition planning, and how to pursue referrals to other professionals when appropriate.
 Available online	 Related Services: Common Supports for Students with Disabilities	This module offers a description of related services and an overview of the benefits they provide to students with disabilities in the general education classroom. It highlights five commonly used related services (Physical Therapy, Occupational Therapy, Speech-Language Pathology Services, Social Work Services, and Psychological Services) and briefly highlights many of the other related services as identified through IDEA '04.
 Available online	 School Counselors: Facilitating Transitions for Students with Disabilities from High School to Post-School Settings <i>(Blalock/Noonan/O'Leary/Patton)</i>	This module provides information for counselors and other education professionals to assist high school students with disabilities in the transition from the school environment to a post-school setting.
 Available online	 School Nurses: Roles and Responsibilities in the School Setting	This module is designed for school nurses. It provides an overview of school nurses' roles in serving all students in the school environment, in addition to addressing specific roles for working with students with disabilities. More specifically, it discusses participating in 504 plan and IEP meetings, advocating for students with health care needs, promoting their services and their roles as school nurses, collaborating with others, and establishing networks.
 Available online	 Working With Your School Nurse: What General Education Teachers Should Do to Promote Educational Success for Students With Health Needs	This module is designed for school personnel who may be collaborating with the school nurse during IEP meetings or during other occasions involving the health problems of students with disabilities.

School Improvement/ Leadership

STATUS	MATERIALS	DESCRIPTION
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 <p>Available online</p>	 <p>Accessing the General Education Curriculum: Inclusion Considerations for Students with Disabilities (McLaughlin/Nolet)</p>	<p>This module highlights classroom considerations that promote access to the general education curriculum for students with disabilities.</p>
 <p>Available online</p>	 <p>Accountability: High-Stakes Testing for Students with Disabilities (McLaughlin/Nolet)</p>	<p>This module presents information on legal requirements and accommodations for testing students with disabilities, in addition to highlighting considerations for interpreting performance data for this population.</p>
 <p>Available Fall 2013</p>	 <p>Addressing the Revolving Door: How to Retain Your Special Education Teachers</p>	<p>This revised module will highlight the key elements for school administrators who seek to support special educators and increase teacher retention.</p>
 <p>Available online</p>	 <p>Addressing the Revolving Door: How to Retain Your Special Education Teachers (Bonnie Billingsley)</p>	<p>This module highlights the key elements for school administrators who seek to support special educators and increase teacher retention.</p>
 <p>Available online</p>	 <p>Beginning Teacher Support (Bonnie Billingsley)</p>	<p>Providing effective strategies for the support of beginning teachers, this case study offers school leaders guidance for increasing the retention of beginning special educators.</p>
 <p>Available online</p>	 <p>Collaborating with Families (The PACER Center)</p>	<p>Designed to help teachers build positive relationships with families, this module highlights the diversity of families and addresses the factors that school personnel should understand about working with the families of children with disabilities.</p>
 <p>Available online</p>	 <p>Creating an Inclusive School Environment: A Model for School Leaders (Pearl Sims)</p>	<p>This module offers a general overview of the concepts that principals should consider when creating inclusive schools.</p>
 <p>Available online</p>	 <p>Differentiated Instruction: Maximizing the Learning of All Students</p>	<p>This module discusses the importance of differentiating three aspects of instruction: content, process (instructional methods), and product (assessment). It also explores the student traits—readiness level, interest, and learning profile—that influence learning.</p>
 <p>Available online</p>	 <p>Effective School Practices: Promoting Collaboration and Monitoring Student's Academic Achievement (McLaughlin/Nolet)</p>	<p>This module focuses on the entire school population and highlights partnerships between general education and special education faculty that result in the creation of a 'collective responsibility' and shared high expectations for all students.</p>
 <p>Available online</p>	 <p>Fidelity of Implementation: Selecting and Implementing Evidence-Based Practices and Programs</p>	<p>This module discusses the importance of selecting evidence-based practices and programs. It also examines actions that school personnel can take to increase the likelihood that the practice or program is implemented as it was designed.</p>

 Available online	 RTI (Part 1): An Overview (Fuchs/Fuchs/Vaughn/ Woodruff)	This module outlines the differences between the IQ-achievement discrepancy model and the Response-to-Intervention (RTI) model. It also offers a brief overview of each tier in the RTI model and explains its benefits.
 Available online	 RTI (Part 4): Putting It All Together (Fuchs/Fuchs/Vaughn/ Woodruff)	This module synthesizes the information in RTI (Parts 1, 2, and 3) to provide teachers and other school personnel with a more comprehensive illustration of how to successfully implement RTI.
 Available online	 RTI: Considerations for School Leaders	This module provides information about ways to build support for RTI, factors that should be addressed when implementing RTI, and methods of collecting data and evaluating the effectiveness of the RTI approach.
 Available Fall 2013	 Supporting Beginning Special Educators: Tips for Educational Leaders	This revised module will emphasize the importance of administrative support for beginning special education teachers. It also will demonstrate how teacher support can increase the teacher's effectiveness in the classroom.
 Available online	 Supporting Beginning Special Educators: Tips for Educational Leaders (Bonnie Billingsley)	This module emphasizes the importance of administrative support for beginning special education teachers. It demonstrates how teacher support can increase the teacher's effectiveness in the classroom.
Transition		
STATUS	MATERIALS	DESCRIPTION
 Available online	 School Counselors: Facilitating Transitions for Students with Disabilities from High School to Post-School Settings (Blalock/Noonan/O'Leary/Patton)	This module provides information for counselors and other education professionals to assist high school students with disabilities in the transition from the school environment to a post-school setting.
 Available Fall 2013	 Transition from High School to Postsecondary Settings	This module will focus on the transition process from high school to secondary settings. Among other topics, it will discuss IEP planning, engaging students in the process so as to become better advocates for their own needs, and the importance of outside agencies such as vocational rehab.

[The IRIS Center](#)

Special Education Resources for Inclusion,
Scientifically Validated and Evidence-Based Instructional Strategies