

### Graduation

States/Territories: 13 (AK, DC, FL, GA, MN, MT, NC, ND, NJ, PA, RMI, VA, WV)

Focus	AK	DC	FL	GA	MN	MT	NC	ND	NJ	PA	RMI	VA	WV
Academic Interventions	✓		✓	✓	✓	✓	✓		✓			✓	
Behavior	✓	✓	✓		✓	✓	✓		✓			✓	
Cultural and Linguistic Diversity			✓		✓				✓				
Data-Based Decision Making			✓				✓		✓				✓
Early Childhood			✓						✓				
Evidence-Based Practices	✓		✓		✓		✓	✓	✓	✓			✓
Family Engagement	✓		✓						✓		✓		
MTSS/RTI							✓		✓				
School Climate	✓	✓	✓	✓		✓			✓				
Transition		✓	✓		✓		✓		✓	✓	✓		✓

## IRIS Resources

### Instructional and Learning Strategies

#### Modules:

- Accommodations: Instructional and Testing Supports for Students with Disabilities
- Differentiated Instruction: Maximizing the Learning of All Students
- Providing Instructional Supports: Facilitating Mastery of New Skills
- SOS: Helping Students Become Independent Learners
- Study Skills Strategies (Part 1): Foundations for Effectively Teaching Study Skills
- Study Skills Strategies (Part 2): Strategies that Improve Students' Academic Performance
- Universal Design for Learning: Creating a Learning Environment That Challenges and Engages All Students

### Academic Interventions: Mathematics

#### Modules:

- High-Quality Mathematics Instruction: What Teachers Should Know
- MTSS/RTI: Mathematics
- Progress Monitoring: Mathematics

#### Case Studies:

- Algebra (Part 1): Applying Learning Strategies to Beginning Algebra
- Algebra (Part 2): Applying Learning Strategies to Intermediate Algebra

### Academic Interventions: Reading, Literacy, Language Arts

#### Modules:

- Progress Monitoring: Reading
- CSR: A Reading Comprehension Strategy
- Improving Writing Performance: A Strategy for Writing Persuasive Essays
- PALS: A Reading Strategy for Grades K–1
- PALS: A Reading Strategy for Grades 2–6
- PALS: A Reading Strategy for High School
- RTI (Part 3): Reading Instruction
- Secondary Reading Instruction (Part 1): Teaching Vocabulary and Comprehension in the Content Areas
- Secondary Reading Instruction (Part 2): Deepening Middle School Content-Area Learning with Vocabulary and Comprehension Strategies

#### Case Studies:

- Comprehension and Vocabulary: Grades 3–5
- Early Reading
- Fluency and Word Identification: Grades 3–5
- Written Expression: Grades 2–5

## IRIS Resources

<p><b>Behavior Management</b></p>	<p><b>Modules:</b></p> <ul style="list-style-type: none"> <li>• Addressing Disruptive and Noncompliant Behaviors (Part 1): Understanding the Acting-Out Cycle</li> <li>• Addressing Disruptive and Noncompliant Behaviors (Part 2): Behavioral Interventions</li> <li>• Classroom Management (Part 1): Learning the Components of a Comprehensive Behavior Management Plan</li> <li>• Classroom Management (Part 2): Developing Your Own Comprehensive Behavior Management Plan</li> <li>• Functional Behavioral Assessment: Identifying the Reasons for Problem Behavior and Developing a Behavior Plan</li> <li>• SOS: Helping Students Become Independent Learners</li> </ul> <hr/> <p><b>Case Studies:</b></p> <ul style="list-style-type: none"> <li>• Defining Behavior</li> <li>• Encouraging Appropriate Behavior</li> <li>• Establishing Classroom Norms and Expectations</li> <li>• Measuring Behavior</li> </ul>
<p><b>Cultural and Linguistic Diversity</b></p>	<p><b>Modules:</b></p> <ul style="list-style-type: none"> <li>• Diversity: An Introduction to Student Differences</li> <li>• Cultural and Linguistic Differences: What Teachers Should Know</li> <li>• Teaching English Language Learners: Effective Instructional Practices</li> </ul>
<p><b>Data-Based Decision Making</b></p>	<p><b>Modules:</b></p> <ul style="list-style-type: none"> <li>• Accessing the General Education Curriculum: Inclusion Considerations for Students with Disabilities</li> <li>• Progress Monitoring: Mathematics</li> <li>• Progress Monitoring: Reading</li> <li>• RTI (Part 2): Assessment</li> </ul> <hr/> <p><b>Case Studies:</b></p> <ul style="list-style-type: none"> <li>• RTI: Data-Based Decision Making</li> <li>• RTI: Progress Monitoring</li> </ul>
<p><b>Early Childhood</b></p>	<p><b>Modules:</b></p> <ul style="list-style-type: none"> <li>• Autism Spectrum Disorder: An Overview for Educators</li> <li>• Dual Language Learners with Disabilities: Supporting Young Children in the Classroom</li> <li>• Early Childhood Behavior Management: Developing and Teaching Rules</li> <li>• Early Childhood Environments: Designing Effective Classrooms</li> </ul> <hr/> <p><b>Case Studies:</b></p> <ul style="list-style-type: none"> <li>• Early Childhood Behavior Management</li> </ul>

IRIS Resources	
<b>Evidence-Based Practices</b>	<p><b>Modules:</b></p> <ul style="list-style-type: none"> <li>• Evidence-Based Practices (Part 1): Identifying and Selecting a Practice or Program</li> <li>• Evidence-Based Practices (Part 2): Implementing a Practice or Program with Fidelity</li> <li>• Evidence-Based Practices (Part 3): Evaluating Learner Outcomes and Fidelity</li> </ul>
<b>Family Engagement</b>	<p><b>Modules:</b></p> <ul style="list-style-type: none"> <li>• Collaborating with Families</li> </ul>
<b>MTSS/RTI</b>	<p><b>Modules:</b></p> <ul style="list-style-type: none"> <li>• Intensive Intervention (Part 1): Using Data-Based Individualization To Intensify Instruction</li> <li>• Intensive Intervention (Part 2): Collecting and Analyzing Data for Data-Based Individualization</li> <li>• Progress Monitoring: Mathematics</li> <li>• Progress Monitoring: Reading</li> <li>• RTI (Part 1): An Overview</li> <li>• RTI (Part 2): Assessment</li> <li>• RTI (Part 3): Reading Instruction</li> <li>• RTI (Part 4): Putting It Altogether</li> <li>• RTI (Part 5): A Closer Look at Tier 3</li> <li>• MTSS/RTI: Mathematics</li> </ul> <p><b>Case Studies:</b></p> <ul style="list-style-type: none"> <li>• RTI: Data-Based Decision Making</li> <li>• RTI: Progress Monitoring</li> </ul>
<b>School Climate</b>	<p><b>Modules:</b></p> <ul style="list-style-type: none"> <li>• Accessing the General Education Curriculum: Inclusion Considerations for Students with Disabilities</li> <li>• Creating an Inclusive School Environment: A Model for School Leaders</li> </ul> <p><b>Case Studies:</b></p> <ul style="list-style-type: none"> <li>• Fostering Student Accountability for Classroom Work</li> </ul>
<b>Transition</b>	<p><b>Modules:</b></p> <ul style="list-style-type: none"> <li>• School Counselors: Facilitating Transitions for Students with Disabilities from High School to Post-School Settings</li> <li>• Secondary Transition: Helping Students with Disabilities Plan for Post-High School Settings</li> <li>• Secondary Transition: Interagency Collaboration</li> </ul>