

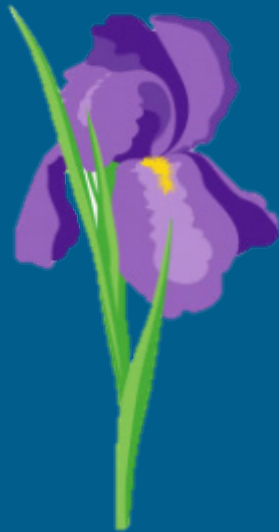


IRIS Center

New Evidence-Based Practices Modules



SSIP Interactive Institutes



Albuquerque, NM; April 29-30, 2015
Naomi Tyler, IRIS Center

Jacksonville, FL; May 12-13, 2015
Kim Skow, IRIS Center

Chicago, IL; May 27-28, 2015
Janice Brown, IRIS Center

What Is IRIS?

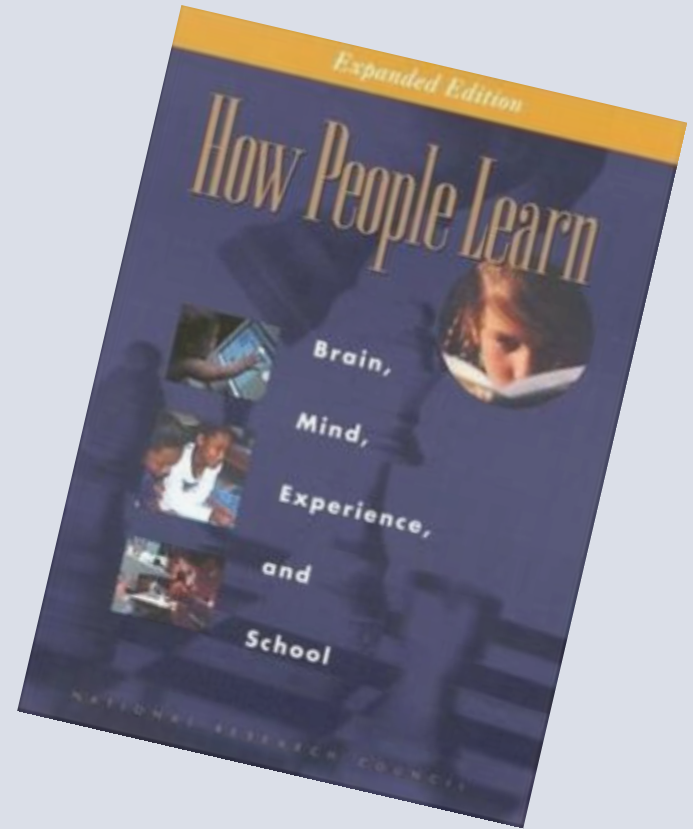
- A national center, funded by the U.S. Department of Education's Office of Special Education Programs
- A resource for personnel preparation and professional development
- A website that provides **free** instructional materials and resources about evidence-based practices for all students, particularly those with disabilities (iris.peabody.vanderbilt.edu or iriscenter.com)
- A technical assistance (TA) provider offering training and dissemination activities for college faculty, PD providers, and independent learners



IRIS' Four Rs of Research

The Center's resources:

- Are grounded in *research* theory
- Translate *research* to practice
- Are data driven and informed by *research*
- Are proven effective by *research*



Evidence-Based Practices (Part 1)

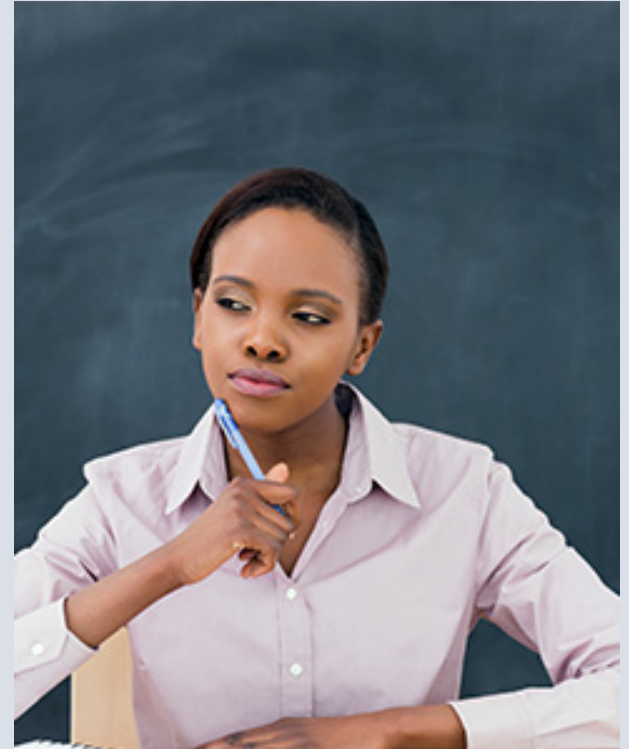
Evidence-Based Practices (Part 1): Identifying and Selecting a Practice or Program

This Module, the first in a series of three, discusses the importance of identifying and selecting evidence-based practices.



Evidence-Based Practices (Part 1)

- What is an evidence-based practice or program (EBP)?
- What trustworthy sources can I use to find EBPs?
- How do I know which EBP to use when there are multiple practices or programs that seem to meet my needs?
- What do I do if I can't find an EBP that seems suited to my needs?



Evidence-Based Practices (Part 1)



View

Evidence-Based Practices (Part 1): Identifying and Selecting a Practice or Program

http://iris.peabody.vanderbilt.edu/module/ebp_01/

Evidence-Based Practices (Part 2)

Evidence-Based Practices (Part 2): Implementing a Practice or Program With Fidelity

This Module, the second in the series, discusses implementing an evidence-based practice or program with fidelity and sounds a warning about the risks of making adaptations to EBPs.



Evidence-Based Practices (Part 2)

- What is fidelity of implementation?
- How can I implement an EBP with fidelity?
- I usually adapt strategies and practices to make them work with my students. Is there anything wrong with that?



Evidence-Based Practices (Part 3)

Evidence-Based Practices (Part 3): Evaluating Learner Outcomes and Fidelity

This Module, last in our series, examines how to evaluate whether an EBP is effective for the young children or students with whom you are working and provides information about ensuring fidelity of implementation.



Evidence-Based Practices (Part 3)

- How can I tell if an EBP is effective for my students?
- How can I determine if my students are improving?
- How do I know if I'm implementing an EBP correctly?
- What do all these data mean and how can I use them?



Contact Us

Resources/Website

IRIS@VU

Phone: (800) 831-6134

Email: iris@vanderbilt.edu

Training/Technical Assistance

IRIS@CGU

Phone: (866) 626-4747

Email: iris@cgu.edu

Website

<http://iris.peabody.vanderbilt.edu/> or <http://www.iriscenter.com>

For More Information

IDC Visit the IDC website
<http://ideadata.org/>

 Follow us on Twitter
<https://twitter.com/ideatacenter>

This presentation was supported by a grant from the U.S. Department of Education, #H373Y130002. However, the contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government.

Project Officers: Richelle Davis and Meredith Miceli

