**Coursework Planning Form: Faculty**

**Addressing MTSS/RTI across Courses**

**Directions:** In the top row, provide the number and name for each course in your program that addresses the topic. Provide the semester the course is taken. Put an X in the cell to indicate what resources will be used in each course. Once completed, ensure there is no overlap in resources across programs (unless intentional). Additionally, ensure there is not an overload of IRIS activities across courses offered in the same semester.

|  | **Course Name and Number; Semester** |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Modules |  |  |  |  |  |  |
| [Evidence-Based Practices (Part 1): Identifying and Selecting a Practice or Program](https://iris.peabody.vanderbilt.edu/module/ebp_01/) |  |  |  |  |  |  |
| [Evidence-Based Practices (Part 2): Implementing a Practice or Program with Fidelity](https://iris.peabody.vanderbilt.edu/module/ebp_02/) |  |  |  |  |  |  |
| [Evidence-Based Practices (Part 3): Evaluating Learner Outcomes and Fidelity](https://iris.peabody.vanderbilt.edu/module/ebp_03/) |  |  |  |  |  |  |
| [High-Quality Mathematics Instruction: What Teachers Should Know](https://iris.peabody.vanderbilt.edu/module/math/) |  |  |  |  |  |  |
| [Intensive Intervention (Part 1): Using Data-Based Individualization to Intensify Instruction](https://iris.peabody.vanderbilt.edu/module/dbi1/) |  |  |  |  |  |  |
| [Intensive Intervention (Part 2): Collecting and Analyzing Data for Data-Based Individualization](https://iris.peabody.vanderbilt.edu/module/dbi2/) |  |  |  |  |  |  |
| [MTSS/RTI: Mathematics](https://iris.peabody.vanderbilt.edu/module/rti-math/) |  |  |  |  |  |  |
| [RTI (Part 1): An Overview](https://iris.peabody.vanderbilt.edu/module/rti01/) |  |  |  |  |  |  |
| [RTI (Part 2): Assessment](https://iris.peabody.vanderbilt.edu/module/rti02/) |  |  |  |  |  |  |
| [RTI (Part 3): Reading Instruction](https://iris.peabody.vanderbilt.edu/module/rti03/) |  |  |  |  |  |  |
| [RTI (Part 4): Putting It All Together](https://iris.peabody.vanderbilt.edu/module/rti04/) |  |  |  |  |  |  |
| [RTI (Part 5): A Closer Look at Tier 3](https://iris.peabody.vanderbilt.edu/module/rti05/) |  |  |  |  |  |  |
| [RTI: Considerations for School Leaders](https://iris.peabody.vanderbilt.edu/module/rti-leaders/) |  |  |  |  |  |  |
| [Youth with Disabilities in Juvenile Corrections (Part 1): Improving Instruction](https://iris.peabody.vanderbilt.edu/module/jj1/) |  |  |  |  |  |  |
| Case Studies |  |  |  |  |  |  |
| [RTI: Data-Based Decision Making](https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_case_studies/ics_rtidm.pdf) |  |  |  |  |  |  |
| [RTI: Progress Monitoring](https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_case_studies/ics_rtipm.pdf) |  |  |  |  |  |  |
| Activities |  |  |  |  |  |  |
| [Progress Monitoring: Calculating Rate of Growth](https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_activities/independent/IA_Rate_of_Growth.pdf) |  |  |  |  |  |  |
| [Progress Monitoring: Scoring Mathematics Computation Probes](https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_activities/independent/IA_Scoring_Math_Comp_Probes.pdf) |  |  |  |  |  |  |
| Information Briefs |  |  |  |  |  |  |
| [10 Essential Features of Tier 2](https://mtss4success.org/sites/default/files/2022-05/10-features-tier2.pdf) |  |  |  |  |  |  |
| [10 Key Policies and Practices for Schoolwide and Classroom-Based Behavioral Supports with Strong Evidence of Effectiveness from High-Quality Research](https://meadowscenter.org/wp-content/uploads/10Keys_Behavior_Web_Revised.pdf) |  |  |  |  |  |  |
| [A Sustainable Plan for Meeting Learners where They Are](https://www.edutopia.org/article/sustainable-plan-meeting-learners-where-they-are) |  |  |  |  |  |  |
| [Breaking Down the DBI Process: Questions & Considerations](https://intensiveintervention.org/sites/default/files/NCII-placemat-508.pdf) |  |  |  |  |  |  |
| [Building a Culture of Staff Wellness through Multi-Tiered System of Supports](https://assets-global.website-files.com/5d3725188825e071f1670246/603e71f522255982d6b92523_Building_a_Culture_of_Staff_Wellness_Through_MTSS_FINAL.pdf) |  |  |  |  |  |  |
| [Creating a Classroom Teaching Matrix](https://global-uploads.webflow.com/5d3725188825e071f1670246/62f6bad84d68af564c04e030_Creating%20a%20Classroom%20Teaching%20Matrix.pdf) |  |  |  |  |  |  |
| [Differentiation in a Rigid Curriculum](https://www.edutopia.org/article/differentiation-rigid-curriculum) |  |  |  |  |  |  |
| [How Can We Ensure IEP Teams Provide the Most Intensive Supports?](https://intensiveintervention.org/sites/default/files/IEP-TeamInfographic-508v2.pdf) |  |  |  |  |  |  |
| [IDEA 2004 Close Up: Evaluation and Eligibility for Specific Learning Disabilities](https://www.greatschools.org/gk/articles/evaluation-and-eligibility-for-specific-learning-disabilities/) |  |  |  |  |  |  |
| [Intensive Intervention Meeting Facilitator’s Guide](https://intensiveintervention.org/sites/default/files/Intensive_Intervention_Meeting_Facilitator_Guide.pdf) |  |  |  |  |  |  |
| [Intensive Intervention: Myths and Facts](https://intensiveintervention.org/sites/default/files/Intensive_Intervention_Myths_and_Facts.pdf) |  |  |  |  |  |  |
| [Lesson Planning with Universal Design for Learning](https://www.ascd.org/el/articles/lesson-planning-with-universal-design-for-learning) |  |  |  |  |  |  |
| [Leveraging MTSS to Ensure Equitable Outcomes](https://mtss4success.org/sites/default/files/2021-08/MTSS_Equity_Brief_0.pdf) |  |  |  |  |  |  |
| [MTSS for All: Including Students with the Most Significant Cognitive Disabilities](https://nceo.umn.edu/docs/OnlinePubs/NCEOBriefMTSS.pdf) |  |  |  |  |  |  |
| [MTSS Infrastructure and Support Mechanisms Series: Communication with and Involvement of All Staff](https://mtss4success.org/sites/default/files/2022-02/MTSS_Com-w-Staff.pdf) |  |  |  |  |  |  |
| [MTSS Infrastructure and Support Mechanisms Series: Evaluation](https://mtss4success.org/sites/default/files/2022-02/MTSS_Eval.pdf) |  |  |  |  |  |  |
| [Planning Standards-Aligned Instruction within a Multi-Tiered System of Supports: Counting and Number Sense Example](https://intensiveintervention.org/sites/default/files/CountNumExample_508.pdf) |  |  |  |  |  |  |
| [Progress Monitoring Briefs Series Brief #1: Common Progress Monitoring Omissions: Planning and Practice](https://files.eric.ed.gov/fulltext/ED578045.pdf) |  |  |  |  |  |  |
| [Progress Monitoring Briefs Series Brief #2: Common Progress Monitoring Graph Omissions: Missing Goal and Goal Line](https://files.eric.ed.gov/fulltext/ED578044.pdf) |  |  |  |  |  |  |
| [Progress Monitoring Briefs Series Brief #3: Common Progress Monitoring Graph Omissions: Making Instructional Decisions](https://files.eric.ed.gov/fulltext/ED578046.pdf) |  |  |  |  |  |  |
| [Progress Monitoring Briefs Series Brief #4: Common Progress Monitoring Omissions: Reporting Information to Parents](https://files.eric.ed.gov/fulltext/ED578047.pdf) |  |  |  |  |  |  |
| [Promising Practices for Improving the Middle to High School Transition for Students with Emotional and Behavioral Disorders](https://assets-global.website-files.com/5d3725188825e071f1670246/609967fe9e1de9a85119a55a_Promising%20Practices.pdf) |  |  |  |  |  |  |
| [Providing Access to School-Wide Positive Behavioral Interventions and Supports for Students with Significant Cognitive Disabilities](https://assets-global.website-files.com/5d3725188825e071f1670246/62d7423cc5c6b76a24b934e3_ties_PBISCenter__brief10_PBIS_69_%20%281%29.pdf) |  |  |  |  |  |  |
| [Snapshot of MTSS Implementation](https://mtss4success.org/sites/default/files/2022-09/mtss_snapshot.pdf) |  |  |  |  |  |  |
| [Social Emotional Learning and Intensive Intervention](https://intensiveintervention.org/sites/default/files/NCII-SEL-Brief-508.pdf) |  |  |  |  |  |  |
| [Strategies for Setting Data-Driven Behavioral Individualized Education Program Goals](https://intensiveintervention.org/sites/default/files/Behavior_IEP_Guide-508.pdf) |  |  |  |  |  |  |
| [Strategy: Identifying Reinforcers for the Classroom](https://www.doublecheckcoaching.org/identifying-reinforcers-for-the-classroom/) |  |  |  |  |  |  |
| [Supporting and Responding to Students' Social, Emotional, and Behavioral Needs: Evidence-Based Practices for Educators](https://www.pbis.org/resource/supporting-and-responding-to-behavior-evidence-based-classroom-strategies-for-teachers) |  |  |  |  |  |  |
| [Tips for Intensifying Instruction at Tier 1](https://mtss4success.org/sites/default/files/2021-08/Tips_Intensifying_Instruction_Tier_1.pdf) |  |  |  |  |  |  |
| [Treatment Integrity: Ensuring the 'I' in RTI](http://www.rtinetwork.org/getstarted/evaluate/treatment-integrity-ensuring-the-i-in-rti) |  |  |  |  |  |  |
| [Universal Design for Learning (UDL): A Teacher’s Guide](https://www.understood.org/en/articles/understanding-universal-design-for-learning) |  |  |  |  |  |  |
| [Strategy: Using Precorrection](https://www.doublecheckcoaching.org/using-precorrection/) |  |  |  |  |  |  |
| Interviews |  |  |  |  |  |  |
| [PBIS in Juvenile Corrections](https://iris.peabody.vanderbilt.edu/interview/pbis-in-juvenile-corrections/) |  |  |  |  |  |  |
| [RTI and Cultural Considerations](https://iris.peabody.vanderbilt.edu/interview/baca_rti/) |  |  |  |  |  |  |
| [RTI Implementation](https://iris.peabody.vanderbilt.edu/interview/brock_rti/) |  |  |  |  |  |  |

**Notes on Use**