**Coursework Planning Form: Faculty**

**Addressing Transition 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/) |  |  |  |  |  |  |
| [School Counselors: Facilitating Transitions for Students with Disabilities from High School to Post-School Settings](https://iris.peabody.vanderbilt.edu/module/cou2/) |  |  |  |  |  |  |
| [Secondary Transition: Helping Students with Disabilities Plan for Post-High School Settings](https://iris.peabody.vanderbilt.edu/module/tran/) |  |  |  |  |  |  |
| [Secondary Transition: Interagency Collaboration](https://iris.peabody.vanderbilt.edu/module/tran-ic/) |  |  |  |  |  |  |
| [Secondary Transition: Student-Centered Transition Planning](https://iris.peabody.vanderbilt.edu/module/tran-scp/) |  |  |  |  |  |  |
| [Youth with Disabilities in Juvenile Corrections (Part 2): Transition and Reentry to School and Community](https://iris.peabody.vanderbilt.edu/module/jj2/) |  |  |  |  |  |  |
| Activities |  |  |  |  |  |  |
| [Transition: Helping Students Explore Vocational Choices](https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_activities/independent/IA_Transition.pdf) |  |  |  |  |  |  |
| Information Briefs |  |  |  |  |  |  |
| [ADA Q&A: Transitioning to Adulthood](https://www.pacer.org/transition/learning-center/laws/ada/transitioning-to-adulthood.asp) |  |  |  |  |  |  |
| [Consider the Alternatives: Decision-Making Options for Young Adults with Intellectual Disabilities](https://thinkcollege.net/sites/default/files/files/resources/IB41_Consider_the_Alternatives_2019.pdf) |  |  |  |  |  |  |
| [Engaging Parents in Conversations about College-Based Transition Services](https://thinkcollege.net/sites/default/files/files/resources/37_Insight_F.pdf) |  |  |  |  |  |  |
| [Frequently Asked Questions about Career Exploration for Youth with Disabilities](https://www.pacer.org/parent/php/PHP-c244.pdf) |  |  |  |  |  |  |
| [Inclusive Postsecondary Education for Students with Intellectual Disabilities](https://www.pacer.org/transition/learning-center/postsecondary/college-options.asp) |  |  |  |  |  |  |
| [Individualized Education Program (IEP) Meeting Checklist for Teachers of Transition-Age Students](https://www.pacer.org/parent/php/PHP-c306b.pdf) |  |  |  |  |  |  |
| [Informed Decision Making: It Takes More than Practice](https://www.thinkwork.org/sites/default/files/files/sabe%20response%2014pt_V2_Final.pdf) |  |  |  |  |  |  |
| [Instruction in Self-Advocacy](https://transitionta.org/topics/pre-ets/self-advocacy/) |  |  |  |  |  |  |
| [Juvenile Justice Research-to-Practice Implementation Resources: Family Engagement and Involvement](https://csgjusticecenter.org/publications/juvenile-justice-research-to-practice-implementation-resources/) |  |  |  |  |  |  |
| [Pre-Employment Transition Services](https://transitionta.org/topics/pre-ets/) |  |  |  |  |  |  |
| [Self Determination](https://www.pacer.org/transition/learning-center/independent-community-living/self-determination.asp) |  |  |  |  |  |  |
| [Students Get Involved!](https://www.parentcenterhub.org/student-involvement/) |  |  |  |  |  |  |
| [Transition of Students with Disabilities to Postsecondary Education: A Guide for High School Educators](https://www2.ed.gov/about/offices/list/ocr/transitionguide.html) |  |  |  |  |  |  |
| [Transition Planning](https://www.parentcenterhub.org/iep-transition/) |  |  |  |  |  |  |
| [Transition Planning Tips for Linguistically and Culturally Diverse Youth with Disabilities](https://www.pacer.org/parent/php/PHP-c250.pdf) |  |  |  |  |  |  |
| [Transition to Adulthood](https://www.parentcenterhub.org/transitionadult/) |  |  |  |  |  |  |
| [Understanding the Differences between High School and College](https://thinkcollege.net/sites/default/files/files/resources/HTTC_03_Understanding_Difference_HS_and_College.pdf) |  |  |  |  |  |  |
| [Young Adults in Transition: Vocational Rehabilitation Services: Part 1](https://www.parentcenterhub.org/young-adults-in-transition-vr-services-1/) |  |  |  |  |  |  |
| [Young Adults in Transition: Vocational Rehabilitation Services: Part 2](https://www.parentcenterhub.org/young-adults-in-transition-vr-services-2/) |  |  |  |  |  |  |
| Interviews |  |  |  |  |  |  |
| [Student-Centered Transition Planning](https://iris.peabody.vanderbilt.edu/interview/student-centered-transition-planning/) |  |  |  |  |  |  |

**Notes on Use**