**Coursework Planning Form: Faculty**

**Program-Wide Use Example: Intervention Specialist**

Following is an example of how to coordinate the use of IRIS resources across a program and courses. In the first column, the number and name for each is listed. Under each resource type, the resource(s) that will be used in each course are listed. Note that there is no overlap in resources across programs. Additionally, note that there is not an overload of IRIS resources across courses offered in the same semester.

| Program Area: Intervention Specialist |
| --- |
| **Course** | **Modules** | **Case Studies** | **Information Briefs** | **Fundamental Skill Sheets** | **Activities** | **Interviews** | **Video Vignettes** |
| SPEDH 7100/7200 Characteristics  | [Executive Functions (Part 1): Understanding Why Some Students Struggle](https://iris.peabody.vanderbilt.edu/module/ef1/)[Executive Functions (Part 2): Strategies to Improve Students’ Academic Performance](https://iris.peabody.vanderbilt.edu/module/ef2/) |  |  | [Wait-Time](https://iris.peabody.vanderbilt.edu/wp-content/uploads/misc_media/fss/pdfs/2018/fss_wait_time.pdf) | [Disability Awareness: Bias and the Law](https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_activities/group/IA_Bias_and_the_Law.pdf)[Graphic Organizers](https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_activities/independent/IA_Graphic_Organizers.pdf) |  |  |
| SPEDH 7410 Reading | [PALS: A Reading Strategy for Grades K–1](https://iris.peabody.vanderbilt.edu/module/palsk1/)OR[PALS: A Reading Strategy for Grades 2–6](https://iris.peabody.vanderbilt.edu/module/pals26/)OR[PALS: A Reading Strategy for High School](https://iris.peabody.vanderbilt.edu/module/palshs/) | [Early Reading](https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_case_studies/ics_earrd.pdf)[Fluency and Word Identification: Grades 3–5](https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_case_studies/ics_flu.pdf) | [Motivating Students to Read](https://www.edutopia.org/blog/motivating-students-read-donna-wilson-marcus-conyers)[Reading Speed and Fluency: What you Need to Know](https://www.understood.org/en/articles/why-isnt-my-child-reading-fast-enough?_ul=1*1qd9qeh*domain_userid*YW1wLUM3MHVnTVl5dG1kdGZVbTVhWXEyMEE.) |  |  | [Academic Language Skills and Reading Comprehension](https://iris.peabody.vanderbilt.edu/interview/46095-2/) |  |
| SPEDH 7420 Advanced Reading | [CSR: A Reading Comprehension Strategy](https://iris.peabody.vanderbilt.edu/module/csr/) | [Comprehension and Vocabulary: Grades 3–5](https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_case_studies/ics_compvoc.pdf) | [10 Strategies to Increase Student Reading Comprehension](https://www.thoughtco.com/reading-comprehension-strategies-7952)[Five Key Principles for Effective Vocabulary Instruction](https://www.readingrockets.org/article/five-key-principles-effective-vocabulary-instruction) |  |  | [Possible Sentences Vocabulary Instruction](https://iris.peabody.vanderbilt.edu/interview/episode-14-deborah-reed-phd-2/) |  |
| SPEDH 7310 Mathematics | [High-Quality Mathematics Instruction: What Teachers Should Know](https://iris.peabody.vanderbilt.edu/module/math/)[MTSS/RTI: Mathematics](https://iris.peabody.vanderbilt.edu/module/rti-math/) | [Mathematics: Identifying and Addressing Student Errors](https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_case_studies/ics_matherr.pdf) |  |  | [Progress Monitoring: Scoring Mathematics Computation Probes](https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_activities/independent/IA_Scoring_Math_Comp_Probes.pdf) |  |  |
| SPEDH 7350 Assessment | [Progress Monitoring: Mathematics](https://iris.peabody.vanderbilt.edu/module/pmm/)[Progress Monitoring: Reading](https://iris.peabody.vanderbilt.edu/module/pmr/) | [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) |  |  |  | [RTI Implementation](https://iris.peabody.vanderbilt.edu/interview/brock_rti/) |  |

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not assume endorsement by the Federal Government. Project Officer, Sarah Allen. 3.28.24