**A purple and white logo

Description automatically generatedCoursework Planning Form: Faculty**

**Program-Wide Use Example: Severe Disabilities**

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: Severe Disabilities | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Course** | **Modules** | **Case Studies** | **Information Briefs** | **Fundamental Skill Sheets** | **Activities** | **Interviews** | **Video Vignettes** |
| SPEDS 3330 Characteristics | [Autism Spectrum Disorder (Part 1): An Overview for Educators](https://iris.peabody.vanderbilt.edu/module/asd1/)  [Autism Spectrum Disorder (Part 2): Evidence-Based Practices](https://iris.peabody.vanderbilt.edu/module/asd2/) |  | [Autism Spectrum Disorders](https://www.ninds.nih.gov/health-information/disorders/autism-spectrum-disorder)  [Debunking Myths about Inclusive Education for Students with the Most Significant Cognitive Disabilities](http://inclusionfl.cbcs.usf.edu/docs/TIESBrief_Debunking_Education_Myths.pdf) |  |  | [Strategies for Working with Students with Autism Spectrum Disorder](https://iris.peabody.vanderbilt.edu/interview/strategies-for-working-with-students-with-autism-spectrum-disorder/) |  |
| SPEDS 3312 Transition | [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/) |  | [Engaging Parents in Conversations about College-Based Transition Services](https://thinkcollege.net/sites/default/files/files/resources/37_Insight_F.pdf)  [Individualized Education Program (IEP) Meeting Checklist for Teachers of Transition-Age Students](https://www.pacer.org/parent/php/PHP-c306b.pdf)  [Understanding the Differences between High School and College](https://thinkcollege.net/sites/default/files/files/resources/HTTC_03_Understanding_Difference_HS_and_College.pdf) |  | [Transition: Helping Students Explore Vocational Choices](https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_activities/independent/IA_Transition.pdf) | [Student-Centered Transition Planning](https://iris.peabody.vanderbilt.edu/interview/student-centered-transition-planning/) |  |
| SPED 7400 Behavior | [Addressing Challenging Behaviors (Part 1, Elementary): Understanding the Acting-Out Cycle](https://iris.peabody.vanderbilt.edu/module/bi1-elem/)  OR  [Addressing Challenging Behaviors (Part 1, Secondary): Understanding the Acting-Out Cycle](https://iris.peabody.vanderbilt.edu/module/bi1-sec/)  [Addressing Challenging Behaviors (Part 2, Elementary): Behavioral Strategies](https://iris.peabody.vanderbilt.edu/module/bi2-elem/)  OR  [Addressing Challenging Behaviors (Part 2, Secondary): Behavioral Strategies](https://iris.peabody.vanderbilt.edu/module/bi2-sec/) | [Defining Behavior](https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_case_studies/ics_defbeh.pdf)  [Measuring Behavior](https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_case_studies/ics_measbeh.pdf) | [Strategies for De-Escalating Student Behavior in the Classroom](https://global-uploads.webflow.com/5d3725188825e071f1670246/632ccb7a3756f3529d3a7391_Strategies%20for%20De-escalating%20Student%20Behavior%20in%20the%20Classroom.pdf)  [Strategies for Setting Data-Driven Behavioral Individualized Education Program Goals](https://intensiveintervention.org/sites/default/files/Behavior_IEP_Guide-508.pdf)  [Understanding Behavior as Communication: A Teacher’s Guide](https://www.understood.org/en/articles/understanding-behavior-as-communication-a-teachers-guide) |  | [Behavior Assessment: Conduct an A-B-C Analysis](https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_activities/independent/IA_Conduct_an_ABC_Analysis.pdf)  [Behavior Assessment: Duration and Latency Recording](https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_activities/independent/IA_Duration_and_Latency_Recording.pdf)  [Behavior Assessment: Frequency and Interval Recording](https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_activities/independent/IA_Frequency_and_Interval_Recording.pdf)  [Reinforcement: Positive versus Negative](https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_activities/independent/IA_Reinforcement_Positive_versus_Negative.pdf) |  | [A Summary of Functional Behavioral Analysis (FBA)](https://www.youtube.com/watch?v=NFHck-X43y4&t=47s) |
| SPED 7000 Collaboration | [IEPs: Developing High-Quality Individualized Education Programs](https://iris.peabody.vanderbilt.edu/module/iep01/)  [Family Engagement: Collaborating with Families of Students with Disabilities](https://iris.peabody.vanderbilt.edu/module/fam/) |  | [Least Restrictive Environment (LRE)](https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_info_briefs/IRIS_Least_Restrictive_Environment_InfoBrief_092519.pdf) |  |  | [Considerations for IEP Development](https://iris.peabody.vanderbilt.edu/interview/considerations-for-iep-development/) |  |
| Pre-Student Teaching & Student Teaching | [Inclusion of Students with Significant Cognitive Disabilities: Supports in the General Education Classroom](https://iris.peabody.vanderbilt.edu/module/scd/) | [Establishing Classroom Norms and Expectations](https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_case_studies/ics_norms.pdf) |  | [Active Supervision](https://iris.peabody.vanderbilt.edu/wp-content/uploads/misc_media/fss/pdfs/2023/FSS_Active_Supervision_080823.pdf)  [Behavior-Specific Praise](https://iris.peabody.vanderbilt.edu/wp-content/uploads/misc_media/fss/pdfs/2018/fss_behaviro_specific_praise.pdf)  [Choice Making](https://iris.peabody.vanderbilt.edu/wp-content/uploads/misc_media/fss/pdfs/2018/fss_choice_making.pdf)  [High-Probability Requests](https://iris.peabody.vanderbilt.edu/wp-content/uploads/misc_media/fss/pdfs/2018/fss_high_p.pdf)  [Proximity Control](https://iris.peabody.vanderbilt.edu/wp-content/uploads/misc_media/fss/pdfs/2018/fss_proximity_control.pdf) | [Family Engagement: Involving All Families](https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_activities/independent/IA_Family_Engagement.pdf)  [Family Engagement: Opportunities for Involvement](https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_activities/independent/IA_Family_Opportunities_Engagement.pdf) | [Working with Children from High-Poverty Backgrounds](https://iris.peabody.vanderbilt.edu/interview/working-with-high-poverty-children/) |  |

*A black background with white text

Description automatically generated*

A logo for a company

Description automatically generatedThe contents of this document were developed under a grant from the U.S. Department of Education, H325E220001. However, those contents do not necessarily represent the policy of the U.S. Department of Education, and you should

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