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Description automatically generatedCoursework Planning Form: Faculty**

**Addressing Accommodations 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 |  |  |  |  |  |  |
| [Accommodations to the Physical Environment: Setting Up a Classroom for Students with Visual Disabilities](https://iris.peabody.vanderbilt.edu/module/v01-clearview/) |  |  |  |  |  |  |
| [Accommodations: Instructional and Testing Supports for Students with Disabilities](https://iris.peabody.vanderbilt.edu/module/acc/) |  |  |  |  |  |  |
| [Assistive Technology: An Overview](https://iris.peabody.vanderbilt.edu/module/at/) |  |  |  |  |  |  |
| [Cultural and Linguistic Differences: What Teachers Should Know](https://iris.peabody.vanderbilt.edu/module/clde/) |  |  |  |  |  |  |
| [Instructional Accommodations: Making the Learning Environment Accessible to Students with Visual Disabilities](https://iris.peabody.vanderbilt.edu/module/v02-successsight/) |  |  |  |  |  |  |
| [Teaching English Language Learners: Effective Instructional Practices](https://iris.peabody.vanderbilt.edu/module/ell/) |  |  |  |  |  |  |
| [The Pre-Referral Process: Procedures for Supporting Students with Academic and Behavioral Concerns](https://iris.peabody.vanderbilt.edu/module/preref/) |  |  |  |  |  |  |
| [Universal Design for Learning: Designing Learning Experiences That Engage and Challenge All Students](https://iris.peabody.vanderbilt.edu/module/udl/) |  |  |  |  |  |  |
| **Activities** |  |  |  |  |  |  |
| [Behavior Management, ADHD & LD: Back to Square One](https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_activities/case_based/IA_Back_to_Square_One.pdf) |  |  |  |  |  |  |
| [Inclusion: He's Just a Goofy Guy](https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_activities/case_based/IA_He_s_Just_a_Goofy_Guy.pdf) |  |  |  |  |  |  |
| [Supporting Beginning Teachers: Hang in There](https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_activities/case_based/IA_Hang_in_There.pdf) |  |  |  |  |  |  |
| [Wheelchair Accessibility: Simulation](https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_activities/group/IA_Wheelchair_Access.pdf) |  |  |  |  |  |  |
| [Accommodations Versus Modifications](https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_activities/independent/IA_Accommodations_versus_Modifications.pdf) |  |  |  |  |  |  |
| [Accommodations: Making Presentation Accommodations](https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_activities/independent/IA_Presentation_Accommodations.pdf) |  |  |  |  |  |  |
| [Accommodations: Making Response Accommodations](https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_activities/independent/IA_Response_Accommodations.pdf) |  |  |  |  |  |  |
| [Accommodations: Making Setting Accommodations](https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_activities/independent/IA_Setting_Accommodations.pdf) |  |  |  |  |  |  |
| [Accommodations: Making Timing and Scheduling Accommodations](https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_activities/independent/IA_Timing_and_Scheduling_Accommodations.pdf) |  |  |  |  |  |  |
| [Assistive Technology: Addressing the Needs of Students with High-Incidence Disabilities](https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_activities/independent/IA_AT_High_Incidence.pdf) |  |  |  |  |  |  |
| [Hearing Impairments: Hearing Aid and FM System Simulations](https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_activities/independent/IA_Hearing_Impairment_Aid_and_FM_Simulations.pdf) |  |  |  |  |  |  |
| Information Briefs |  |  |  |  |  |  |
| [A Sustainable Plan for Meeting Learners where They Are](https://www.edutopia.org/article/sustainable-plan-meeting-learners-where-they-are) |  |  |  |  |  |  |
| [Assistive Technology for Auditory Processing Challenges](https://www.understood.org/en/articles/assistive-technology-for-auditory-processing) |  |  |  |  |  |  |
| [Assistive Technology for Math](https://www.understood.org/en/articles/assistive-technology-for-math) |  |  |  |  |  |  |
| [Braille: Research](https://publications.ici.umn.edu/nceo/accommodations-toolkit/braille-research) |  |  |  |  |  |  |
| [Calculator: Research](https://publications.ici.umn.edu/nceo/accommodations-toolkit/calculator-research) |  |  |  |  |  |  |
| [Choosing and Using Accommodations: IEP Team Considerations](https://specialconnections.ku.edu/instruction/instructional_accommodations/teacher_tools/choosing_and_using_accommodations_iep_team_considerations) |  |  |  |  |  |  |
| [Clarify/Simplify/Repeat Directions: Research](https://publications.ici.umn.edu/nceo/accommodations-toolkit/clarify-simplify-repeat-directions-research) |  |  |  |  |  |  |
| [Classroom Adaptations for Students with Low Vision](https://www.pathstoliteracy.org/wp-content/uploads/2022/06/Classroom_adaptations_for_students_with_low_vision.pdf) |  |  |  |  |  |  |
| [Color Contrast: Research](https://publications.ici.umn.edu/nceo/accommodations-toolkit/color-contrast-research) |  |  |  |  |  |  |
| [Common Accommodations and Modifications in School](https://www.understood.org/en/articles/common-classroom-accommodations-and-modifications) |  |  |  |  |  |  |
| [Differentiating by Offering Choices](https://www.edutopia.org/article/differentiating-offering-choices) |  |  |  |  |  |  |
| [Extended Time: Research](https://publications.ici.umn.edu/nceo/accommodations-toolkit/extended-time-research) |  |  |  |  |  |  |
| [Highlighting: Research](https://publications.ici.umn.edu/nceo/accommodations-toolkit/highlighting-research) |  |  |  |  |  |  |
| [How to Use Accommodations and Modifications in the Classroom](https://www.understood.org/en/articles/how-to-use-accommodations-and-modifications-in-the-classroom) |  |  |  |  |  |  |
| [Human Read-Aloud: Research](https://publications.ici.umn.edu/nceo/accommodations-toolkit/human-read-aloud-research) |  |  |  |  |  |  |
| [Instructional Accommodations](https://specialconnections.ku.edu/instruction/instructional_accommodations) |  |  |  |  |  |  |
| [Intervention Guide: Visual Supports](https://www.education.uw.edu/ibestt/wp-content/uploads/2018/02/Visual-Supports.pdf) |  |  |  |  |  |  |
| [Large Print: Research](https://publications.ici.umn.edu/nceo/accommodations-toolkit/large-print-research) |  |  |  |  |  |  |
| [Lesson Planning with Universal Design for Learning](https://www.ascd.org/el/articles/lesson-planning-with-universal-design-for-learning) |  |  |  |  |  |  |
| [Manipulatives: Research](https://publications.ici.umn.edu/nceo/accommodations-toolkit/manipulatives-research) |  |  |  |  |  |  |
| [Multiple Days: Research](https://publications.ici.umn.edu/nceo/accommodations-toolkit/multiple-days-research) |  |  |  |  |  |  |
| [Noise Reduction: Research](https://publications.ici.umn.edu/nceo/accommodations-toolkit/noise-reduction-research) |  |  |  |  |  |  |
| [Preferential Seating: Research](https://publications.ici.umn.edu/nceo/accommodations-toolkit/preferential-research) |  |  |  |  |  |  |
| [Recorded Oral Delivery: Research](https://publications.ici.umn.edu/nceo/accommodations-toolkit/recorded-oral-delivery-research) |  |  |  |  |  |  |
| [Response Instructional Accommodations](https://specialconnections.ku.edu/instruction/instructional_accommodations/teacher_tools/response_instructional_accommodations) |  |  |  |  |  |  |
| [School Accommodation Ideas for Students who Receive Section 504 or Special Education Services](https://www.pacer.org/parent/php/PHP-c267.pdf) |  |  |  |  |  |  |
| [School Modification Ideas for Students Who Receive Special Education Services](https://www.pacer.org/parent/php/PHP-c272.pdf) |  |  |  |  |  |  |
| [Speech-to-Text: Research](https://publications.ici.umn.edu/nceo/accommodations-toolkit/speech-to-text-research) |  |  |  |  |  |  |
| [Student Reads Aloud to Self: Research](https://publications.ici.umn.edu/nceo/accommodations-toolkit/student-reads-aloud-to-self-research) |  |  |  |  |  |  |
| [Test Breaks: Research](https://publications.ici.umn.edu/nceo/accommodations-toolkit/test-breaks-research) |  |  |  |  |  |  |
| [Text-to-Speech (Computer Generated Voice): Research](https://publications.ici.umn.edu/nceo/accommodations-toolkit/text-to-speech-research) |  |  |  |  |  |  |
| [What Are Academic Modifications?](https://www.understood.org/en/articles/modifications-what-you-need-to-know) |  |  |  |  |  |  |
| [Access to Learning](https://aem.cast.org/get-started/access-learning) |  |  |  |  |  |  |
| [Word Prediction: Research](https://publications.ici.umn.edu/nceo/accommodations-toolkit/word-prediction-research) |  |  |  |  |  |  |
| [Working with IEP Teams to Make State Assessment Participation and Accessibility and Accommodations Decisions](https://nceo.umn.edu/docs/OnlinePubs/SchoolLeaderResourcesBrief3.pdf) |  |  |  |  |  |  |
| Interviews |  |  |  |  |  |  |
| [Accommodations for Students with Disabilities](https://iris.peabody.vanderbilt.edu/interview/thurlow_acc01/) |  |  |  |  |  |  |
| [Selecting Appropriate Testing Accommodations for Students with Disabilities](https://iris.peabody.vanderbilt.edu/interview/kettler_acc02/) |  |  |  |  |  |  |
| [Universal Design for Learning (UDL): A Teacher’s Implementation](https://iris.peabody.vanderbilt.edu/interview/universal-design-for-learning-udl-a-teachers-implementation/) |  |  |  |  |  |  |
| [Universal Design for Learning (UDL): Creating an Equitable Classroom](https://iris.peabody.vanderbilt.edu/interview/universal-design-for-learning-udl-creating-an-equitable-classroom/) |  |  |  |  |  |  |
| [Universal Design for Learning (UDL): Overview and Future Direction](https://iris.peabody.vanderbilt.edu/interview/universal-design-for-learning-udl-overview-and-future-direction/) |  |  |  |  |  |  |
| Video Vignettes |  |  |  |  |  |  |
| [Self-Modeling](https://www.youtube.com/watch?v=rKKh-a-2OJM) |  |  |  |  |  |  |
| [Video Modeling](https://www.youtube.com/watch?v=GS9IFwuM_G8&t=20s) |  |  |  |  |  |  |

**Notes on Use**