**A purple and white logo

Description automatically generatedCoursework Planning Form: Faculty**

**Addressing Collaboration 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/) |  |  |  |  |  |  |
| [Family Engagement: Collaborating with Families of Students with Disabilities](https://iris.peabody.vanderbilt.edu/module/fam/) |  |  |  |  |  |  |
| [Parents: Supporting Learning during the COVID-19 Pandemic](https://iris.peabody.vanderbilt.edu/module/c19/) |  |  |  |  |  |  |
| [School Counselors: Facilitating Transitions for Students with Disabilities from High School to Post-School Settings](https://iris.peabody.vanderbilt.edu/module/cou2/) |  |  |  |  |  |  |
| [Secondary Transition: Interagency Collaboration](https://iris.peabody.vanderbilt.edu/module/tran-ic/) |  |  |  |  |  |  |
| [Serving Students with Visual Impairments: The Importance of Collaboration](https://iris.peabody.vanderbilt.edu/module/v03-focusplay/) |  |  |  |  |  |  |
| [The Pre-Referral Process: Procedures for Supporting Students with Academic and Behavioral Concerns](https://iris.peabody.vanderbilt.edu/module/preref/) |  |  |  |  |  |  |
| [Working with Your School Nurse: What General Education Teachers Should Do to Promote Educational Success for Students with Health Needs](https://iris.peabody.vanderbilt.edu/module/nur02-schoolnurse/) |  |  |  |  |  |  |
| [Youth with Disabilities in Juvenile Corrections (Part 2): Transition and Reentry to School and Community](https://iris.peabody.vanderbilt.edu/module/jj2/) |  |  |  |  |  |  |
| Case Studies |  |  |  |  |  |  |
| [Beginning Teacher Support](https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_case_studies/ics_begtch.pdf) |  |  |  |  |  |  |
| Activities |  |  |  |  |  |  |
| [Behavior Management & ADHD: He Just Needs a Little Discipline](https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_activities/case_based/IA_He_Just_Needs_A_Little_Discipline.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) |  |  |  |  |  |  |
| [Disability Awareness: Community Support](https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_activities/group/IA_Community_Support.pdf) |  |  |  |  |  |  |
| [Dual Language Learners: Working with Families of Young Children](https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_activities/group/IA_DLL_Working_with_Families.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) |  |  |  |  |  |  |
| Information Briefs |  |  |  |  |  |  |
| [10 Reasons to Support Inclusive School Communities for ALL Students](https://files.tiescenter.org/files/KY-3QxR9dd/ties-brief-1) |  |  |  |  |  |  |
| [8 Ideas for Engaging Families and the Community](https://www.amle.org/8-ideas-for-engaging-families-and-the-community/) |  |  |  |  |  |  |
| [Comprehensive Inclusive Education: General Education & the Inclusive IEP](https://publications.ici.umn.edu/ties/comprehensive-inclusive-education/main) |  |  |  |  |  |  |
| [Cooperative Teaching](https://specialconnections.ku.edu/collaboration/cooperative_teaching) |  |  |  |  |  |  |
| [Effective Teacher Professional Development](https://learningpolicyinstitute.org/sites/default/files/product-files/Effective_Teacher_Professional_Development_BRIEF.pdf) |  |  |  |  |  |  |
| [Engaging with Families in Conversations about Sensitive Topics](https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/engaging-with-families-conversations-about-sensitive-topics.pdf) |  |  |  |  |  |  |
| [How to Break Down Communication Barriers between Teachers and Families](https://www.understood.org/en/articles/how-to-break-down-communication-barriers-between-teachers-and-families) |  |  |  |  |  |  |
| [Including Voice in Education: Addressing Equity through Student and Family Voice in Classroom Learning](https://ies.ed.gov/ncee/edlabs/infographics/pdf/REL_PA_Including_Voice_in_Education_Addressing_Equity_Through_Student_and_Family_Voice_in_Classroom_Learning.pdf) |  |  |  |  |  |  |
| [Instructional Accommodations](https://specialconnections.ku.edu/instruction/instructional_accommodations) |  |  |  |  |  |  |
| [Joining Together to Create a Bold Vision for Next-Generation Family Engagement: Engaging Families to Transform Education](https://globalfrp.org/content/download/421/3844/file/GFRP_ExecutiveSummary.pdf) |  |  |  |  |  |  |
| [Juvenile Justice Research-to-Practice Implementation Resources: Family Engagement and Involvement](https://csgjusticecenter.org/publications/juvenile-justice-research-to-practice-implementation-resources/) |  |  |  |  |  |  |
| [The Essential Role of Elementary School Counselors](https://www.schoolcounselor.org/getmedia/1691fcb1-2dbf-49fc-9629-278610aedeaa/Why-Elem.pdf) |  |  |  |  |  |  |
| [The Essential Role of High School Counselors](https://www.schoolcounselor.org/getmedia/2a38ea99-5595-4e6d-b9af-2ac3a00fa8c3/Why-High-School.pdf) |  |  |  |  |  |  |
| [The Essential Role of Middle School Counselors](https://www.schoolcounselor.org/getmedia/7ed7a427-a87a-4609-a4e1-ee8e5358df29/Why-Middle.pdf) |  |  |  |  |  |  |
| [When Students Struggle: A Teacher's Guide to Communicating with Families](https://assets.ctfassets.net/p0qf7j048i0q/6VHKJTdlR2zzfQjkxKmvgz/922b27979b107a8e25db1c792854a3f7/_When_students_struggle-_A_teacher-s_guide_to_communicating_with_families_Understood.pdf) |  |  |  |  |  |  |
| Video Vignettes |  |  |  |  |  |  |
| [Effective Family Engagement Could Look Like This](https://www.youtube.com/watch?v=SgoRN4n0GGs&t=1s) |  |  |  |  |  |  |
| [Welcome to Our New Series on High-Leverage Practices](https://highleveragepractices.org/welcome-our-new-series-high-leverage-practices) |  |  |  |  |  |  |

**Notes on Use**