**A purple and white logo

Description automatically generatedCoursework Planning Form: Faculty**

**Addressing Early Intervention 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 |  |  |  |  |  |  |
| [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/) |  |  |  |  |  |  |
| [Dual Language Learners with Disabilities: Supporting Young Children in the Classroom](https://iris.peabody.vanderbilt.edu/module/dll/) |  |  |  |  |  |  |
| [Early Childhood Behavior Management: Developing and Teaching Rules](https://iris.peabody.vanderbilt.edu/module/ecbm/) |  |  |  |  |  |  |
| [Early Childhood Environments: Designing Effective Classrooms](https://iris.peabody.vanderbilt.edu/module/env/) |  |  |  |  |  |  |
| [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/) |  |  |  |  |  |  |
| [Related Services: Common Supports for Students with Disabilities](https://iris.peabody.vanderbilt.edu/module/rs/) |  |  |  |  |  |  |
| Case Studies |  |  |  |  |  |  |
| [Early Childhood Behavior Management](https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_case_studies/ics_ec_behavior_mgmt.pdf) |  |  |  |  |  |  |
| Activities |  |  |  |  |  |  |
| [Dual Language Learners with Disabilities: Supporting Young Children in the Classroom](https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_activities/group/IA_DLL_Supporting_Children_Classroom.pdf) |  |  |  |  |  |  |
| [Dual Language Learners: Screening and Assessing Young Children](https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_activities/group/IA_DLL_Screening_Assessing.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) |  |  |  |  |  |  |
| [Early Childhood Behavior Management: Teaching and Reinforcing Rules](https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_activities/group/IA_EC_Beh_Teaching_Rules.pdf) |  |  |  |  |  |  |
| [Early Childhood Environments: Adapting for a Child with a Disability](https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_activities/group/IA_EC_Adapting_environment.pdf) |  |  |  |  |  |  |
| [Early Childhood Environments: Designing Effective Classrooms](https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_activities/group/IA_EC_Environments.pdf) |  |  |  |  |  |  |
| [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) |  |  |  |  |  |  |
| [Early Childhood Assessment: Classroom Environments](https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_activities/independent/IA_Assessment_Childrens_Environments.pdf) |  |  |  |  |  |  |
| [Early Childhood Assessment: Cognitive Skills](https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_activities/independent/IA_Cognitive_Skills.pdf) |  |  |  |  |  |  |
| [Early Childhood Assessment: Play Skills](https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_activities/independent/IA_Assessment_of_Play_Skills.pdf) |  |  |  |  |  |  |
| [Early Childhood Assessment: Preschool Classroom Observation](https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_activities/independent/IA_Preschool_Classroom_Observation.pdf) |  |  |  |  |  |  |
| [Early Childhood Assessment: Social Skills](https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_activities/independent/IA_Assessment_of_Social_Skills.pdf) |  |  |  |  |  |  |
| [Early Childhood Behavior Management: Rule Reminders](https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_activities/independent/IA_EC_Beh_Rule_Reminders.pdf) |  |  |  |  |  |  |
| Information Briefs |  |  |  |  |  |  |
| [A Practice Guide for Teaching Executive Skills to Preschoolers through the Pyramid Model](https://challengingbehavior.org/docs/Executive-Function_Practice-Guide.pdf) |  |  |  |  |  |  |
| [Building Environments That Encourage Positive Behavior: The Preschool Behavior Support Self-Assessment](https://www.naeyc.org/resources/pubs/yc/mar2016/building-environments-encourage-positive-behavior-preschool) |  |  |  |  |  |  |
| [What Are Developmental Delays?](https://www.understood.org/en/articles/what-you-need-to-know-about-developmental-delays) |  |  |  |  |  |  |
| [Developmental Milestones](https://www.parentcenterhub.org/milestones/) |  |  |  |  |  |  |
| [Early Childhood Building Blocks: Universal Design for Learning in Early Childhood Inclusive Classrooms](https://tats.ucf.edu/wp-content/uploads/sites/32/2018/05/Buildingblocks.pdf) |  |  |  |  |  |  |
| [Effective Practices in Early Intervention](https://www.parentcenterhub.org/effectivepractices-ei/) |  |  |  |  |  |  |
| [Implementing Positive Behavioral Intervention and Support: The Evidence-Base of the Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children](https://challengingbehavior.org/docs/Implementing-PBIS_evidence-base.pdf) |  |  |  |  |  |  |
| [Overview of Early Intervention](https://www.parentcenterhub.org/ei-overview/) |  |  |  |  |  |  |
| [Parent Involvement and Family Engagement for Early Childhood Professionals](https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/parent-involvement-family-engagement-for-professionals.pdf) |  |  |  |  |  |  |
| [Parent Notification and Consent in Early Intervention](https://www.parentcenterhub.org/ei-notification-consent/) |  |  |  |  |  |  |
| [Parent Participation in Early Intervention](https://www.parentcenterhub.org/parent-participation-ei/) |  |  |  |  |  |  |
| [PBIS in Early Childhood Classrooms on School Campuses](https://assets-global.website-files.com/5d3725188825e071f1670246/5eaca05ea46b761ef5f50efa_Early%20Childhood%20in%20Schools%202019%20RDQ%20Brief.pdf) |  |  |  |  |  |  |
| [Relationships with Other Children: Know](https://eclkc.ohs.acf.hhs.gov/school-readiness/effective-practice-guides/relationships-other-children-know) |  |  |  |  |  |  |
| [Supporting Language: Culturally Rich Dramatic Play](https://www.naeyc.org/resources/pubs/tyc/dec2017/supporting-language-culturally-rich-dramatic-play) |  |  |  |  |  |  |
| [Tips for Responding to Challenging Behavior in Young Children](https://challengingbehavior.org/docs/PEP_Tips-responding-challenging-behavior.pdf) |  |  |  |  |  |  |
| [Transition from Early Intervention to Preschool Special Education Services](https://ectacenter.org/~pdfs/decrp/PGP_TRN2_eitopreschool_2018.pdf) |  |  |  |  |  |  |
| [Transition from Preschool Special Education to Kindergarten](https://ectacenter.org/~pdfs/decrp/PGP_TRN3_preschooltokindergarten_2018.pdf) |  |  |  |  |  |  |
| [Transition to Preschool](https://www.parentcenterhub.org/transitionpreschool/) |  |  |  |  |  |  |
| [What Effective Pre-K Literacy Instruction Looks Like](https://www.literacyworldwide.org/docs/default-source/where-we-stand/ila-what-effective-pre-k-literacy-instruction-looks-like.pdf?sfvrsn=817ba48e_8&_ga=) |  |  |  |  |  |  |
| Interviews |  |  |  |  |  |  |
| [Considerations for Dual Language Learners](https://iris.peabody.vanderbilt.edu/interview/considerations-for-dual-language-learners/) |  |  |  |  |  |  |
| [Evaluating Dual Language Learners](https://iris.peabody.vanderbilt.edu/interview/evaluating-dual-language-learners/) |  |  |  |  |  |  |
| [Strategies for Working with Students with Autism Spectrum Disorder](https://iris.peabody.vanderbilt.edu/interview/strategies-for-working-with-students-with-autism-spectrum-disorder/) |  |  |  |  |  |  |
| Video Vignettes |  |  |  |  |  |  |
| [Transitions: A Community Perspective on Transitioning into Kindergarten](https://eclkc.ohs.acf.hhs.gov/video/transitions-community-perspective-transitioning-kindergarten) |  |  |  |  |  |  |

**Notes on Use**