**A purple and white logo

Description automatically generatedCoursework Planning Form: Faculty**

**Addressing IEPs 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: Instructional and Testing Supports for Students with Disabilities](https://iris.peabody.vanderbilt.edu/module/acc/) |  |  |  |  |  |  |
| [IEPs: Developing High-Quality Individualized Education Programs](https://iris.peabody.vanderbilt.edu/module/iep01/) |  |  |  |  |  |  |
| [IEPs: How Administrators Can Support the Development and Implementation of High-Quality IEPs](https://iris.peabody.vanderbilt.edu/module/iep02/) |  |  |  |  |  |  |
| [Related Services: Common Supports for Students with Disabilities](https://iris.peabody.vanderbilt.edu/module/rs/) |  |  |  |  |  |  |
| [The Pre-Referral Process: Procedures for Supporting Students with Academic and Behavioral Concerns](https://iris.peabody.vanderbilt.edu/module/preref/) |  |  |  |  |  |  |
| Activities |  |  |  |  |  |  |
| [IEP Process: The School Administrator's Role during an IEP Meeting](https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_activities/independent/IA_iep_during_meeting.pdf) |  |  |  |  |  |  |
| [IEP Process: The School Administrator's Role during IEP Implementation](https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_activities/independent/IA_iep_implementation.pdf) |  |  |  |  |  |  |
| [IEP Process: The School Administrator's Role in Planning an IEP Meeting](https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_activities/independent/IA_iep_planning_meeting.pdf) |  |  |  |  |  |  |
| Information Briefs |  |  |  |  |  |  |
| [10 Basic Steps in Special Education](https://www.parentcenterhub.org/steps/) |  |  |  |  |  |  |
| [Common Accommodations and Modifications in School](https://www.understood.org/en/articles/common-classroom-accommodations-and-modifications) |  |  |  |  |  |  |
| [Common IEP and Special Education Terms](https://www.peakparent.org/wp-content/uploads/2023/06/adr_common_iep_terms_english_final_080222.1_0.pdf) |  |  |  |  |  |  |
| [Comprehensive Inclusive Education: General Education & the Inclusive IEP](https://publications.ici.umn.edu/ties/comprehensive-inclusive-education/main) |  |  |  |  |  |  |
| [Considering Assistive Technology for Students with Disabilities](https://www.parentcenterhub.org/considering-at/) |  |  |  |  |  |  |
| [Considering LRE in Placement Decisions](https://www.parentcenterhub.org/placement-lre/) |  |  |  |  |  |  |
| [Contents of the IEP](https://www.parentcenterhub.org/iepcontents/) |  |  |  |  |  |  |
| [Definition of Assistive Technology](https://gpat.gadoe.org/Georgia-Project-for-Assistive-Technology/Pages/Assistive-Technology-Definition.aspx) |  |  |  |  |  |  |
| [Developing IEPs That Support Inclusive Education for Students with the Most Significant Cognitive Disabilities](https://files.nceo.info/files/E-6cARFnXt/ties-brief-3) |  |  |  |  |  |  |
| [Documenting AT in the IEP](https://gpat.gadoe.org/Documents/One%20Page%20AT%20August%202019/Documenting%20AT%20in%20the%20IEP.pdf) |  |  |  |  |  |  |
| [For Teachers: What to Expect in an IEP Meeting](https://www.understood.org/en/articles/for-teachers-what-to-expect-in-an-iep-meeting) |  |  |  |  |  |  |
| [How to Read an IEP: 5 Things Teachers Should Look For](https://www.understood.org/en/articles/how-to-read-an-iep-5-things-teachers-should-look-for) |  |  |  |  |  |  |
| [IEP and Special Education Terms](https://www.understood.org/en/articles/iep-terms-to-know) |  |  |  |  |  |  |
| [IEP Process: Common Errors](https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_info_briefs/iep_process_common_errors_information_brief.pdf) |  |  |  |  |  |  |
| [IEP Tip Sheet: Dates, Frequency, Location, and Duration of Services](https://promotingprogress.org/sites/default/files/2020-10/Date_Frequency_Services_IEP_Tips.pdf) |  |  |  |  |  |  |
| [IEP Tip Sheet: Explanation of Educational Setting](https://promotingprogress.org/sites/default/files/2021-06/Educational_Setting_IEP_Tips.pdf) |  |  |  |  |  |  |
| [IEP Tip Sheet: Measurable Annual Goals](https://promotingprogress.org/sites/default/files/2020-10/Goal_IEP_Tips.pdf) |  |  |  |  |  |  |
| [IEP Tip Sheet: Measuring Progress toward Annual Goals](https://promotingprogress.org/sites/default/files/2020-10/Measuring_Progress_IEP_Tips.pdf) |  |  |  |  |  |  |
| [IEP Tip Sheet: Overview of the Statement of Services & Aids](https://promotingprogress.org/sites/default/files/2021-05/StatementServ_IEP_Tips_1.pdf) |  |  |  |  |  |  |
| [IEP Tip Sheet: Participation in Assessment](https://promotingprogress.org/sites/default/files/2020-10/Participation_Assessment_IEP_Tips.pdf) |  |  |  |  |  |  |
| [IEP Tip Sheet: PLAAFPs: Present Levels of Academic Achievement and Functional Performance](https://promotingprogress.org/sites/default/files/2020-10/PLAAFP_IEP_Tips_1.pdf) |  |  |  |  |  |  |
| [IEP Tip Sheet: What Are Program Modifications & Supports?](https://promotingprogress.org/sites/default/files/2021-05/ProgramMods_IEP_Tips.pdf) |  |  |  |  |  |  |
| [IEP Tip Sheet: What Are Related Services?](https://promotingprogress.org/sites/default/files/2021-05/RelatedServ_IEP_Tips.pdf) |  |  |  |  |  |  |
| [IEP Tip Sheet: What Are Supplementary Aids & Services?](https://promotingprogress.org/sites/default/files/2021-05/SuppAidsServ_IEP_Tips.pdf) |  |  |  |  |  |  |
| [IEP Tip Sheet: What Is the Statement of Special Education or SDI?](https://promotingprogress.org/sites/default/files/2021-05/SDI_IEP_Tips.pdf) |  |  |  |  |  |  |
| [Individualized Education Program (IEP) Meeting Checklist for Teachers of Transition-Age Students](https://www.pacer.org/parent/php/PHP-c306b.pdf) |  |  |  |  |  |  |
| [Least Restrictive Environment (LRE)](https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_info_briefs/IRIS_Least_Restrictive_Environment_InfoBrief_092519.pdf) |  |  |  |  |  |  |
| [Monitoring Student Progress toward Meeting IEP Goals](https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_info_briefs/Monitoring_Student_Progress_Toward_Meeting_IEP_Goals.pdf) |  |  |  |  |  |  |
| [Placement, Short-and-Sweet](https://www.parentcenterhub.org/placement-overview/) |  |  |  |  |  |  |
| [Related Services Providers: Important Contributors to the Accommodations Decision-Making Process](https://nceo.umn.edu/docs/OnlinePubs/NCEOBrief27.pdf) |  |  |  |  |  |  |
| [Strategies for Setting Data-Driven Behavioral Individualized Education Program Goals](https://intensiveintervention.org/sites/default/files/Behavior_IEP_Guide-508.pdf) |  |  |  |  |  |  |
| [Strengthening Family Participation in Addressing Behavior in an IEP](https://assets-global.website-files.com/5d3725188825e071f1670246/61b29058b762886c615a80d1_Strengthening%20Family%20Participation%20in%20Addressing%20Behavior%20in%20an%20IEP.pdf) |  |  |  |  |  |  |
| [The IEP meeting: An Overview](https://www.understood.org/en/articles/the-iep-meeting-an-overview) |  |  |  |  |  |  |
| [The Important Role Principals Play in Special Education](https://www.edweek.org/teaching-learning/the-important-role-principals-play-in-special-education/2018/10) |  |  |  |  |  |  |
| [Virtual IEP Meeting Tip Sheets](https://www.cadreworks.org/sites/default/files/resources/virtual-iep-meeting-tipsheets.pdf) |  |  |  |  |  |  |
| [Working with IEP Teams to Make State Assessment Participation and Accessibility and Accommodations Decisions](https://nceo.umn.edu/docs/OnlinePubs/SchoolLeaderResourcesBrief3.pdf) |  |  |  |  |  |  |
| Interviews |  |  |  |  |  |  |
| [Considerations for IEP Development](https://iris.peabody.vanderbilt.edu/interview/considerations-for-iep-development/) |  |  |  |  |  |  |

**Notes on Use**