**Coursework Planning Form: Faculty**

**Addressing Learning Strategies 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 2): Evidence-Based Practices](https://iris.peabody.vanderbilt.edu/module/asd2/) |  |  |  |  |  |  |
| [CSR: A Reading Comprehension Strategy](https://iris.peabody.vanderbilt.edu/module/csr/) |  |  |  |  |  |  |
| [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/) |  |  |  |  |  |  |
| [Executive Functions (Part 1): Understanding Why Some Students Struggle](https://iris.peabody.vanderbilt.edu/module/ef1/) |  |  |  |  |  |  |
| [Executive Functions (Part 2): Strategies to Improve Students’ Academic Performance](https://iris.peabody.vanderbilt.edu/module/ef2/) |  |  |  |  |  |  |
| [PALS: A Reading Strategy for Grades 2–6](https://iris.peabody.vanderbilt.edu/module/pals26/) |  |  |  |  |  |  |
| [PALS: A Reading Strategy for Grades K–1](https://iris.peabody.vanderbilt.edu/module/palsk1/) |  |  |  |  |  |  |
| [PALS: A Reading Strategy for High School](https://iris.peabody.vanderbilt.edu/module/palshs/) |  |  |  |  |  |  |
| [Providing Instructional Supports: Facilitating Mastery of New Skills](https://iris.peabody.vanderbilt.edu/module/sca/) |  |  |  |  |  |  |
| [RTI (Part 3): Reading Instruction](https://iris.peabody.vanderbilt.edu/module/rti03/) |  |  |  |  |  |  |
| [Secondary Reading Instruction (Part 1): Teaching Vocabulary and Comprehension in the Content Areas](https://iris.peabody.vanderbilt.edu/module/sec-rdng/) |  |  |  |  |  |  |
| [Secondary Reading Instruction (Part 2): Deepening Middle School Content-Area Learning with Vocabulary and Comprehension Strategies](https://iris.peabody.vanderbilt.edu/module/sec-rdng2/) |  |  |  |  |  |  |
| [SOS: Helping Students Become Independent Learners](https://iris.peabody.vanderbilt.edu/module/sr/) |  |  |  |  |  |  |
| [SRSD: Using Learning Strategies to Enhance Student Learning](https://iris.peabody.vanderbilt.edu/module/srs/) |  |  |  |  |  |  |
| [Study Skills Strategies (Part 1): Foundations for Effectively Teaching Study Skills](https://iris.peabody.vanderbilt.edu/module/ss1/) |  |  |  |  |  |  |
| [Study Skills Strategies (Part 2): Strategies That Improve Students’ Academic Performance](https://iris.peabody.vanderbilt.edu/module/ss2/) |  |  |  |  |  |  |
| [Teaching English Language Learners: Effective Instructional Practices](https://iris.peabody.vanderbilt.edu/module/ell/) |  |  |  |  |  |  |
| [Youth with Disabilities in Juvenile Corrections (Part 1): Improving Instruction](https://iris.peabody.vanderbilt.edu/module/jj1/) |  |  |  |  |  |  |
| Case Studies |  |  |  |  |  |  |
| [Algebra (Part 1): Applying Learning Strategies to Beginning Algebra](https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_case_studies/ics_alg1.pdf) |  |  |  |  |  |  |
| [Algebra (Part 2): Applying Learning Strategies to Intermediate Algebra](https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_case_studies/ics_alg2.pdf) |  |  |  |  |  |  |
| [Comprehension and Vocabulary: Grades 3–5](https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_case_studies/ics_compvoc.pdf) |  |  |  |  |  |  |
| [Early Reading](https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_case_studies/ics_earrd.pdf) |  |  |  |  |  |  |
| [Fluency and Word Identification: Grades 3–5](https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_case_studies/ics_flu.pdf) |  |  |  |  |  |  |
| [Written Expression: Grades 2–5](https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_case_studies/ics_writex.pdf) |  |  |  |  |  |  |
| Activities |  |  |  |  |  |  |
| [Graphic Organizers](https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_activities/independent/IA_Graphic_Organizers.pdf) |  |  |  |  |  |  |
| [Juvenile Corrections: Identifying Reliable and Useful Resources](https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_activities/independent/IA_Juv_Corr_Ident_RSRC.pdf) |  |  |  |  |  |  |
| [LD/ADHD: Why Some Students Struggle](https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_activities/independent/IA_Understanding_Students_Struggle.pdf) |  |  |  |  |  |  |
| [Mnemonic Strategies: Keyword Method](https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_activities/independent/IA_Mnemonic_Strategies.pdf) |  |  |  |  |  |  |
| [Note-Taking: Why Some Students Struggle](https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_activities/independent/IA_Note_Taking_Why_Struggle.pdf) |  |  |  |  |  |  |
| Information Briefs |  |  |  |  |  |  |
| [10 Strategies to Increase Student Reading Comprehension](https://www.thoughtco.com/reading-comprehension-strategies-7952) |  |  |  |  |  |  |
| [5 Effective Modeling Strategies for English Learners](https://www.edutopia.org/article/5-effective-modeling-strategies-english-learners) |  |  |  |  |  |  |
| [5 Evidence-Based Recommendations for Teaching Math to Young Children](https://ies.ed.gov/ncee/wwc/Docs/practiceguide/wwc_empg_numbers_020714.pdf) |  |  |  |  |  |  |
| [5 Mnemonic Strategies to Help Students Succeed in School](https://blog.brookespublishing.com/5-mnemonic-strategies-to-help-students-succeed-in-school/) |  |  |  |  |  |  |
| [5 Research-Backed Studying Techniques](https://www.edutopia.org/article/5-research-backed-studying-techniques) |  |  |  |  |  |  |
| [7 Reasons Why Differentiated Instruction Works](https://www.ascd.org/blogs/7-reasons-why-differentiated-instruction-works) |  |  |  |  |  |  |
| [7 Steps for Teaching Writing Skills to Students with Disabilities](https://blog.brookespublishing.com/7-steps-to-teaching-writing-skills-to-students-with-disabilities/) |  |  |  |  |  |  |
| [8 Interventions for Struggling Students](https://blog.searchinstitute.org/8-interventions-struggling-students) |  |  |  |  |  |  |
| [8 Working Memory Boosters](https://www.understood.org/en/articles/8-working-memory-boosters) |  |  |  |  |  |  |
| [Collaborative Strategic Reading](http://s3.amazonaws.com/cmi-teaching-ld/alerts/35/uploaded_files/original_DLD_Alert26.pdf?1486204856) |  |  |  |  |  |  |
| [Collaborative Strategic Reading (CSR): A Comprehension Strategy to Enhance Content Area Learning](https://www.edutopia.org/discussion/collaborative-strategic-reading-csr-comprehension-strategy-enhance-content-area-learning) |  |  |  |  |  |  |
| [Ensuring that Instruction Is Inclusive for Diverse Learners](https://www.edutopia.org/article/ensuring-instruction-inclusive-diverse-learners) |  |  |  |  |  |  |
| [Evidence-Based Math Instruction: What You Need to Know](https://www.understood.org/en/articles/evidence-based-math-instruction-for-struggling-students) |  |  |  |  |  |  |
| [Helping Students Develop Self-Regulation](https://www.edutopia.org/article/helping-students-develop-self-regulation) |  |  |  |  |  |  |
| [How to Help Kids with Working Memory Issues](https://childmind.org/article/how-to-help-kids-with-working-memory-issues/) |  |  |  |  |  |  |
| [How to Help Students Develop the Skills They Need to Complete Homework](https://www.edutopia.org/article/how-help-students-develop-skills-they-need-complete-homework) |  |  |  |  |  |  |
| [Modeling (MD): Step-by-Step Guide](https://afirm.fpg.unc.edu/sites/afirm.fpg.unc.edu/files/imce/resources/Step-by-Step%20for%20MD.pdf) |  |  |  |  |  |  |
| [Motivating Students to Read](https://www.edutopia.org/blog/motivating-students-read-donna-wilson-marcus-conyers) |  |  |  |  |  |  |
| [Peer Tutoring](http://acentral.education/accommodations/peer-tutoring) |  |  |  |  |  |  |
| [Peer-Based Intervention and Autism Spectrum Disorders: Tips and Resources for Teachers](https://vkc.vumc.org/assets/files/tipsheets/peerinterventionasdtips.pdf) |  |  |  |  |  |  |
| [Picture Exchange Communication System (PECS): Step-by-Step Guide](https://afirm.fpg.unc.edu/sites/afirm.fpg.unc.edu/files/imce/resources/PECS%20Step-by-Step.pdf) |  |  |  |  |  |  |
| [Prompting (PP): Step-by-Step Guide](https://afirm.fpg.unc.edu/sites/afirm.fpg.unc.edu/files/imce/resources/PP%20Step-by-Step.pdf) |  |  |  |  |  |  |
| [Read Captions Across America](https://dcmp.org/learn/154-read-captions-across-america) |  |  |  |  |  |  |
| [Reading Buddies](https://www.edutopia.org/article/reading-buddies) |  |  |  |  |  |  |
| [Reading Instruction: Vocabulary](https://www.adlit.org/adlit-101/essentials-literacy-instruction/reading-instruction-vocabulary) |  |  |  |  |  |  |
| [Reading with Purpose in the Content Areas](https://www.readwritethink.org/professional-development/strategy-guides/reading-purpose-content) |  |  |  |  |  |  |
| [Reinforcement (R+): Step-by-Step Guide](https://afirm.fpg.unc.edu/sites/afirm.fpg.unc.edu/files/imce/resources/R%20Step-by-Step.pdf) |  |  |  |  |  |  |
| [Self-Management (SM): Step-by-Step Guide](https://afirm.fpg.unc.edu/sites/afirm.fpg.unc.edu/files/imce/resources/SM%20Step-by-Step.pdf) |  |  |  |  |  |  |
| [Six Elementary Reading Strategies That Really Work](https://www.edutopia.org/article/6-elementary-reading-strategies-really-work) |  |  |  |  |  |  |
| [Strategy Instruction: What You Need to Know](https://www.understood.org/en/articles/what-is-strategy-instruction) |  |  |  |  |  |  |
| [Supporting Student Comprehension in Content Area Reading](https://www.readwritethink.org/professional-development/strategy-guides/supporting-student-comprehension-content) |  |  |  |  |  |  |
| [Task Analysis (TA): Step-by-Step Guide](https://afirm.fpg.unc.edu/sites/afirm.fpg.unc.edu/files/imce/resources/TA%20Step-by-Step.pdf) |  |  |  |  |  |  |
| [Teaching Elementary School Students to Be Effective Writers](https://ies.ed.gov/ncee/wwc/Docs/practiceguide/wwc_ew_tips_120517.pdf) |  |  |  |  |  |  |
| [Teaching Strategies for Improving Algebra Knowledge in Middle and High School Students](https://ies.ed.gov/ncee/wwc/Docs/practiceguide/wwc_algebra_summary_072115.pdf) |  |  |  |  |  |  |
| [Teaching Students to Read Metacognitively](https://www.edutopia.org/article/teaching-students-read-metacognitively) |  |  |  |  |  |  |
| [The Frayer Model](https://assets.ctfassets.net/p0qf7j048i0q/7HielAtOD9GZPemCMHBiCy/22173ac590e7ffb3f7ee12cd531b262d/The_Frayer_Model_Understood.pdf) |  |  |  |  |  |  |
| [Time Delay (TD): Step-by-Step Guide](https://afirm.fpg.unc.edu/sites/afirm.fpg.unc.edu/files/imce/resources/TD%20Step-by-Step.pdf) |  |  |  |  |  |  |
| [Universal Design for Learning (UDL): A Teacher’s Guide](https://www.understood.org/en/articles/understanding-universal-design-for-learning) |  |  |  |  |  |  |
| [Using Graphic Organizers for Special Education](https://www.thoughtco.com/using-graphic-organizers-for-special-education-3110330) |  |  |  |  |  |  |
| [Visual Supports (VS): Step-by-Step Guide](https://afirm.fpg.unc.edu/sites/afirm.fpg.unc.edu/files/imce/resources/VS%20Step-by-Step.pdf) |  |  |  |  |  |  |
| [What Is Executive Function?](https://www.understood.org/en/articles/what-is-executive-function) |  |  |  |  |  |  |
| [Why Students Forget–and What You Can Do About It](https://www.edutopia.org/article/why-students-forget-and-what-you-can-do-about-it) |  |  |  |  |  |  |
| Interviews |  |  |  |  |  |  |
| [Academic Language Skills and Reading Comprehension](https://iris.peabody.vanderbilt.edu/interview/46095-2/) |  |  |  |  |  |  |
| [Addressing the Reading Needs of Academically Diverse Students in Content-Area Classes](https://iris.peabody.vanderbilt.edu/interview/episode-11-don-deshler-phd-2/) |  |  |  |  |  |  |
| [Close Reading and Text Selection](https://iris.peabody.vanderbilt.edu/interview/episode-13-deborah-reed-phd-2/) |  |  |  |  |  |  |
| [Literacy Skills of Successful Adolescent Readers](https://iris.peabody.vanderbilt.edu/interview/episode-12-don-deshler-phd-2/) |  |  |  |  |  |  |
| [Possible Sentences Vocabulary Instruction](https://iris.peabody.vanderbilt.edu/interview/episode-14-deborah-reed-phd-2/) |  |  |  |  |  |  |
| [Self-Regulated Strategy Development (SRSD): A Framework for Teaching Instructional Strategies](https://iris.peabody.vanderbilt.edu/interview/self-regulated-strategy-development-srsd-a-framework-for-teaching-instructional-strategies/) |  |  |  |  |  |  |
| Video Vignettes |  |  |  |  |  |  |
| [English Language Learners: Sheltered Instruction](https://www.youtube.com/watch?v=jkw_wZtJ6hY) |  |  |  |  |  |  |
| [English Language Learners: Unsheltered Instruction](https://www.youtube.com/watch?v=swQzT8rVI08) |  |  |  |  |  |  |
| [Explicit, Systematic Instruction: Elementary](https://www.youtube.com/watch?v=YDRsmxPA-J8) |  |  |  |  |  |  |
| [Explicit, Systematic Instruction: High School](https://www.youtube.com/watch?v=jrMFkpn6NPc) |  |  |  |  |  |  |
| [Metacognitive Strategies: Elementary School](https://www.youtube.com/watch?v=1ktU336ATg4) |  |  |  |  |  |  |
| [Metacognitive Strategies: High School](https://www.youtube.com/watch?v=80tGOvMHSVE&t=14s) |  |  |  |  |  |  |
| [Modeling](https://www.youtube.com/watch?v=Rx-amBjA0Ok) |  |  |  |  |  |  |
| [Presenting and Comparing Multiple Solutions Strategies](https://www.youtube.com/watch?v=zs5eJFQMrmY&t=2s) |  |  |  |  |  |  |
| [Progressive Time Delay](https://www.youtube.com/watch?v=SVD0dkHTdok) |  |  |  |  |  |  |
| [Prompting](https://www.youtube.com/watch?v=0j7D_TJJw6o) |  |  |  |  |  |  |
| [Reinforcement](https://www.youtube.com/watch?v=3OXC2eczdkg&feature=youtu.be) |  |  |  |  |  |  |
| [Task Analysis: Backward Chaining](https://www.youtube.com/watch?v=tD6rPW80ROA) |  |  |  |  |  |  |
| [Task Analysis: Forward Chaining](https://www.youtube.com/watch?v=Sdh5Aa0DUSE) |  |  |  |  |  |  |
| [Wait-Time: Elementary School Example & Non-Examples](https://www.youtube.com/watch?v=DclO5pwXE08&feature=youtu.be) |  |  |  |  |  |  |
| [Wait-Time: High School Example & Non-Example](https://www.youtube.com/watch?v=1dEisB8gxMM&feature=youtu.be) |  |  |  |  |  |  |

**Notes on Use**