

University of Pittsburgh
School of Education
Department of Teaching, Learning, and Leading

Course Syllabus
TLL 1502/2514 Supporting Students with Disabilities in Inclusive Classrooms
Fall 2024

Instructor: Kaylee Wynkoop Ph.D.

Email: ksw53@pitt.edu

Office: 5154 Wesley W Posvar Hall

Office Hours: By Appointment

Class Meetings: Monday / 6:00-8:30 PM / 5601 Wesley W Posvar Hall

Course Description

This course focuses on building knowledge and understanding of practices integral to supporting students with disabilities in inclusive settings. The course also allows learners to apply practices through activities and projects. The course examines the responsibilities of educational professionals for all students. Four general areas covered include: 1) practices for collaboration with colleagues and families, 2) assessment practices, 3) social/emotional/behavioral practices, and 4) instructional practices. Key components of the class will involve developing an understanding and appreciation of the varied and unique strengths and needs of students with disabilities, applying the concept of “presuming competence and potential,” and implementing evidence-based practices to improve student outcomes.

Course Objectives

Students will acquire information about and apply strategies to improve outcomes for students with disabilities in their classrooms centered around the following topics:

1. Develop skills in communication and collaboration.
2. Understand, interpret, and use assessment information.
3. Implement strategies to support the social/emotional/behavioral needs of students.
4. Use Universal Design for Learning (UDL) principles to adapt, scaffold, and provide students feedback to ensure active academic instruction engagement.

Required Texts (available online through PittCat)

(HLP) McLeskey, J., Maheady, L., Billingsley, B., Brownell, M. T., & Lewis, T. J. (Eds.). (2022). *High leverage practices for inclusive classrooms*. Taylor & Francis Group.

(Reimagining) Rufo, J. M., & Causton, J. (2021). *Reimagining special education: Using inclusion as a framework to build equity and support all students*. Brookes Publishing.

Optional Texts:

(ADMIRE) Karten, T. J. (2024). *The ADMIRE Framework for Inclusion*. Solution Tree Press.

Additional Resources Used Throughout the Course

[5 Moore Minutes! With Shelley Moore](#)
[CAST](#)
[IRIS Center](#)
[Novak Education](#)

[PaTTAN: Inclusive Practices Website](#)
[PaTTAN: Inclusive Practices Hub](#)
[PaTTAN: Framework for Access and Belonging](#)




Course Requirements


1. Complete assigned readings and participate in small-group activities and class discussions.
2. Complete weekly check-ins/exit tickets.
3. Complete four projects (one for each major topic).
4. Midterm and final exams.

A detailed description of and/or rubrics for all course requirements will be provided.

1. Readings and In-Class Activities—See the readings listed for each week in the Course Schedule. Come to class ready to actively participate in activities and discussions on the outlined topics.
2. Check-Ins—Each week, Students will be provided with a question related to major ideas or themes and will write a brief response to demonstrate an understanding of the week's content.
3. Four projects include:
 - a. Collaboration Project—You will be provided with scenarios involving communication and collaboration with colleagues and families to support students. You will reflect on the scenarios, respond to questions, and summarize ways to respond.
 - b. Assessment Project—You will be provided with scenarios in which you will review various student assessment results. You will need to summarize your interpretation of the results, complete a Strengths and Needs Profile for the student, and develop an initial plan to best support the student based on the assessment results/Strengths and Needs Profile.
 - c. Social/Emotional/Behavioral Project—You will be provided with scenarios based on student social/emotional/behavioral skills. You will research an evidence-based practice designed to address the targeted social/emotional/behavioral need(s) of the student(s) in the scenario and prepare a plan for implementing the practice or strategy in a classroom.
 - d. Instructional Project —You will be provided with scenarios from various scenarios based on student academic skills. You will research an evidence-based practice designed to address the targeted academic need(s) of the student(s) in the scenario and prepare a plan for implementing the practice or strategy in a classroom.
4. Midterm and final exams
 - a. Two exams will be administered in person during class time. During these exams, students will demonstrate an understanding of concepts and themes learned throughout the term.

Course Schedule

Week #/ Dates	Canvas Modules/Topics	Readings	Assignments/ Due Dates
#1 Week of 08/26	Welcome! <ul style="list-style-type: none"> Course Overview Overview of Special Education <ul style="list-style-type: none"> Inclusive Mindset Presuming Competence 	<i>HLP</i> Intro (p.1-7) <i>Reimaging</i> Chp. 1 & 2	
#2 Week of 09/02	No Class! Labor Day	Catch up / Get a head start on readings	
#3 Week of 09/09	Module 1 - <u>Collaboration</u> Practices <ul style="list-style-type: none"> Communicate and collaborate <ul style="list-style-type: none"> Communicate and collaborate with colleagues  Review Collaboration Project Expectations 	<i>HLP</i> Section 1 Intro (p.9-10), & Chp. 1 <i>Reimaging</i> Chp. 5	Begin Collaboration Project
#4 Week of 09/16	Module 1 - <u>Collaboration</u> Practices <ul style="list-style-type: none"> Communicate and collaborate <ul style="list-style-type: none"> Communicate and collaborate with families 	<i>HLP</i> Chp. 3 <i>Reimaging</i> Chp. 7	Submit Collaboration Project by Sunday, 9/22 @ 11:59 pm
#5 Week of 09/23	Module 2 - <u>Assessment</u> Practices <ul style="list-style-type: none"> Understand student strengths and needs <ul style="list-style-type: none"> Use multiple sources to develop a comprehensive student profile  Review Assessment Project Expectations 	<i>HLP</i> Section 2 Intro (p. 55-56) & Chp. 4 <i>Reimaging</i> Chp. 3	Begin Assessment Project
#6 Week of 9/30	Module 2 - <u>Assessment</u> Practices <ul style="list-style-type: none"> Understand student strengths and needs <ul style="list-style-type: none"> Interpret, communicate, and use assessment information ❖ Mid-term – Topics: Collaboration and Assessment 	<i>HLP</i> Chp. 5 & 6 <i>Reimaging</i> Chp. 3	Work on Assessment Project
#7 Week of 10/7	Module 3 - <u>Social/Emotional/ Behavioral</u> Practices <ul style="list-style-type: none"> Support students socially, emotionally, and behaviorally <ul style="list-style-type: none"> Establish a positive learning environment  Review SEB Project Expectations 	<i>HLP</i> Section 3 Intro (p. 103-104) & Chp. 7 School Safety Reading	Submit Assessment Project by Sunday, 10/13 @ 11:59 pm Begin SEB Project
#8 Week of 10/14	No class! Fall Break		Work on SEB Project
#9 Week of 10/21	Module 3 - <u>Social/Emotional/ Behavioral</u> Practices <ul style="list-style-type: none"> Support students socially, emotionally, and behaviorally <ul style="list-style-type: none"> Understand functional behavioral assessments Provide positive and constructive behavioral feedback 	<i>HLP</i> Chp. 10 & 8	Work on SEB Project

#10 Week of 10/28	Module 3 - <u>Social/Emotional/ Behavioral</u> Practices <ul style="list-style-type: none"> Support students socially, emotionally, and behaviorally <ul style="list-style-type: none"> Teach and facilitate social behaviors. 	<i>HLP</i> Chp. 9	Submit SEB Project by Sunday, 11/3 @ 11:59 pm
#11 Week of 11/04	Module 4 – <u>Instructional</u> Practices <ul style="list-style-type: none"> Use Universal Design for Learning (UDL) Principles <ul style="list-style-type: none"> Set learning goals and systematically design instruction Teach cognitive and metacognitive strategies – (including executive functioning skills)  Review Instruction Project Expectations 	<i>HLP</i> Section 4 Intro (p. 157-158), Chp. 11, 12, & 14 <i>Reimaging</i> Chp. 4	Begin Instruction Project
#12 Week of 11/11	Module 4 – <u>Instructional</u> Practices <ul style="list-style-type: none"> Use Universal Design for Learning (UDL) Principles <ul style="list-style-type: none"> Adapt curriculum tasks and materials Provide scaffolded supports Use explicit instruction 	<i>HLP</i> Chp. 13, 15, & 16 <i>Reimaging</i> Chp. 4	Work on Instruction Project
#13 Week of 11/18	Module 4 – <u>Instructional</u> Practices <ul style="list-style-type: none"> Use Universal Design for Learning (UDL) Principles <ul style="list-style-type: none"> Use flexible grouping Use strategies to promote active engagement Provide positive and constructive instructional feedback 	<i>HLP</i> Chp. 17, 18, & 22 <i>Reimaging</i> Chp. 4	Work on Instruction Project
Week of 11/25	No class! Thanksgiving Break		Work on Instruction Project
#14 Week of 12/02	Module 4 – <u>Instructional</u> Practices <ul style="list-style-type: none"> Use Universal Design for Learning (UDL) Principles <ul style="list-style-type: none"> Use assistive and instructional technology Provide intensive instruction 	<i>HLP</i> Chp. 19 & 20 <i>Reimaging</i> Chp. 4	Submit Instruction Project by Sunday, 12/8 @ 11:59
#15 Week of 12/09	Reflection and Wrap-Up <ul style="list-style-type: none"> ❖ Final Exam – Topics: Collaboration, Assessment, SEB, and Instruction 	<i>HLP</i> Chp. 23	Final Exam Due by Sunday 12/15 @ 11:59

Assignments

Course Requirements	Point Value	Due Date
Weekly Check-Ins (2 points each)	30 points	Due at the end of each class
Collaboration Project	20 points	Due by Sunday, 9/22 @ 11:59 pm
Assessment Project	20 points	Due by Sunday, 10/13 @ 11:59 pm
Social/Emotional/ Behavioral Project	40 points	Due by Sunday, 11/3 @ 11:59 pm
Instruction Project	40 points	Due by Sunday, 12/8 @ 11:59 pm
Midterm	25 points	Due by Sunday, 10/6 @ 11:59 pm
Final	25 points	Due by Sunday, 12/15 @ 11:59 pm
Total	200 points	

Assignment Submission and Grading Policies

Assignments should be completed and submitted on time by the due date. Assignments should be submitted electronically via Canvas. Special circumstances will be considered if communicated with the instructor **prior** to the assignment being late.

APA style formatting should be used for papers, including citations and references where appropriate.

Letter grades will be assigned as follows:

- 94-100% = A
- 90-93 = A-
- 87-89% = B+
- 83-86% = B
- 80-82% = B-
- 74-79% = C
- 69-73% = D

G and I Grades – A student may be graduated without removing G and/or I grades from the record provided all degree requirements have been met and the student's department recommends graduation. The individual school's grading policy should be consulted for regulations dealing with the removal of I grades. Students assigned G grades are required to complete course requirements no later than one year after the term in which the course was taken. Once the deadline has passed, the G grade will remain on the record, and the student will be required to re-register for the course if it is needed to fulfill requirements for graduation.

General Class and University Policies

Students are expected to demonstrate professional behavior in all interactions. The faculty encourages you to approach this as a time to learn and practice using these professional behaviors. In this course, the expected professional behaviors are outlined below. Points may be deducted from your final grade due to unprofessional behavior.

- Academic Integrity
 - Students in this course will be expected to comply with the [University of Pittsburgh's Policy on Academic Integrity](#).
 - Critical thinking skills are essential to the learning outcomes of this course, all writing assignments should be prepared by the student. AI-generated submissions are not permitted and will be treated as plagiarism.
 - To learn more about Academic Integrity, visit the [Academic Integrity Guide](#) for an overview of the topic.
- Attendance
 - The teacher education faculty at the University of Pittsburgh view our courses as communities of practice. This means that we gather for collective critical inquiry and reflection focused on building shared knowledge over time. To be an active member of our community of practice, it is important to attend face-to-face courses prepared to engage with the course instructor, course colleagues, and course materials. While we believe course attendance adds value to the community of practice, we also know there may be times when students must miss class to attend to other needs. You are afforded up to one absence per course hour in these cases. This means since this course meets one time per week for two hours and thirty minutes each session, you are permitted one absence without losing points. Attendance will be taken at the start of each class and will be factored into the final grade. Students are responsible for all content covered in missed sessions. There are often brief, low-stakes but graded in-class activities. If these sessions are missed, students will not be eligible to earn the full 2 points for an activity and must reach out to the instructor to arrange alternate assignments. The maximum earned on these alternate assignments is 1 point each.
- Communication
 - Please communicate openly regarding your understanding of course material, assignments, and course format. Do not hesitate to ask if you need assistance or wish to discuss any aspect of the course. Communicate with me about special circumstances as soon as possible and always before the related class session and/or assignment due date.
- Confidentiality
 - You are responsible for maintaining the confidentiality of all the students you work with in field placements related to your coursework at the University of Pittsburgh. When writing or completing course assignments or speaking about your field experience and the students you work with, use pseudonyms (not initials) for student, teacher, and school names. In public, it is your responsibility to keep written assignments and any other materials bearing the names of students, teachers, or staff secure from the view of others.

- Courtesy
 - Students are expected to interact professionally. Additionally, you are expected to use professional language in class and in written communication. Papers and emails that are written in an unprofessional manner (i.e., grammatically incorrect, typos, misspellings, or overly informal) are considered unacceptable. Courteous behavior also includes staying on-task during class, being open to learning with classmates, engaging in open dialogue with classmates and myself, and coming to class prepared.
- Disability Services
 - If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both myself (the instructor) and [Disability Resources and Services](#) (DRS), 140 William Pitt Union, (412) 648-7890, drsrecep@pitt.edu, (412) 228-5347 for P3 ASL users, as early as possible in the term. DRS will verify your disability and determine reasonable accommodations for this course. I am committed to supporting your access to all learning and assessment in this course.
- Equity, Diversity, and Inclusion
 - The University of Pittsburgh does not tolerate any form of discrimination, harassment, or retaliation based on disability, race, color, religion, national origin, ancestry, genetic information, marital status, familial status, sex, age, sexual orientation, veteran status or gender identity or other factors as stated in the University's Title IX policy. The University is committed to taking prompt action to end a hostile environment that interferes with the University's mission. For more information about policies, procedures, and practices, visit the [Civil Rights & Title IX Compliance web page](#).
 - I ask that everyone in the class strive to help ensure that other members of this class can learn in a supportive and respectful environment. If there are instances of the aforementioned issues, please contact the Title IX Coordinator, by calling 412-648-7860, or e-mailing titleixcoordinator@pitt.edu. Reports can also be [filed online](#). You may also choose to report this to a faculty/staff member; they are required to communicate this to the University's Office of Diversity and Inclusion. If you wish to maintain complete confidentiality, you may also contact the University Counseling Center (412-648-7930).
- Email Communication
 - Each student is issued a University e-mail address (username@pitt.edu) upon admittance. The University may use this e-mail address for official communication with students. Students are expected to read e-mails sent to this account regularly. Failure to read and react to University communications promptly does not absolve the student from knowing and complying with the content of the communications. The University provides an e-mail forwarding service that allows students to read their e-mail via other service providers (e.g., Gmail, Yahoo). Students who forward their e-mail from their pitt.edu address to another address do so at their own risk. If e-mail is lost due to forwarding, it does not absolve the student from responding to official communications sent to their University e-mail address.
- Participation
 - Students are expected to actively participate in all course discussions and activities with civility and openness to learning from others. This helps you better learn the material and helps me gain better insight into your learning. You are expected to complete all required readings

according to the timeline delineated in the course syllabus. If you do not understand something, please ask!

- Plagiarism Resources and Information
 - <https://www.english.pitt.edu/undergraduate/plagiarism>
- Religious Observances
 - The observance of religious holidays (activities observed by a religious group of which a student is a member) and cultural practices are an important reflection of diversity. As your instructor, I am committed to providing equivalent educational opportunities to students of all belief systems. At the beginning of the semester, you should review the course requirements to identify foreseeable conflicts with assignments, exams, or other required attendance. If at all possible, please contact me within the first two weeks of the first class meeting to allow time for us to discuss and make fair and reasonable adjustments to the schedule and/or tasks.
- Statement on Classroom Recording
 - To ensure the free and open discussion of ideas, students may not record classroom lectures, discussion and/or activities without the advance written permission of the instructor, and any such recording properly approved in advance can be used solely for the student's own private use.

DIL Student Grievance Procedures

The rights and responsibilities of faculty and students are described in the University's Academic Integrity Guidelines at:

<http://www.education.pitt.edu/portals/0/current%20students/Policies%20and%20Forms/graduate%20policies/academic%20integrity%20guidelines.pdf>

The purpose of grievance procedures is to ensure the rights and responsibilities of faculty and students in their relationships with each other. When a student in DIL believes that a faculty member has not met his or her obligations (as an instructor or in another capacity) as described in the Academic Integrity Guidelines, the student should follow this procedure:

1. The student should talk directly to the faculty member to attempt to resolve the matter.
2. If the matter cannot be resolved at that level, the student should talk to the relevant program coordinator.
3. If the matter remains unresolved, the student should talk to the associate chair of TLL (currently Dr. Tinukwa Boulder).
4. If needed, the student should next talk to the SOE associate dean of students (currently Dr. Andrea Zito).
5. If the matter still remains unresolved, the student should file a written statement of charges with the dean's designated Academic Integrity Administrative Officer (currently Dr. Andrea Zito).