University Mission:
The fundamental role of Western Carolina University is to develop a community of scholarship in which students, faculty members, administrators, and staff members learn and apply the products of learning. The College of Education and Allied Professions fulfills this mission by providing students the opportunity to grow within their personal roles as educational decision makers. The guiding principle for all instruction in the School is the belief that the best educational decisions are made after adequate reflection and with the interest and welfare of the persons affected by the decisions in mind.

This course contributes to this mission by providing students with the basic knowledge necessary to grow and learn as decision makers in the support of young children with and without special needs and their families.

Diversity Focus:
In the provision of educational services for children with disabilities and in working with families of these children, it is critical to consider cultural, racial, socioeconomic, educational, and geographical backgrounds of the children and families with which we work. This philosophy forms the foundation of SPED 345 (Adaptations and Modifications for Young Children with Disabilities). Specifically topics such as learning processes, learning styles, and the community and cultural preferences of families, which might affect family participation in early intervention programs, will be discussed.

Course Description:
The professional education program at Western Carolina University fulfills its mission by creating and nourishing a community of learners guided by knowledge, values, and experiences. The guiding principles of this community include: 1) the belief that the best educational decisions are made after adequate reflection and with careful consideration of the interests, experiences, and welfare of the persons affected by the decisions; 2) appreciation of and respect for diversity; 3) and the fostering of the responsible use of technology.

This course assists students to become inviting and reflective decision-makers of educational adaptations and modifications to assist young children with disabilities. Students are invited to evaluate and reflect upon adaptations and modifications to materials and environments for young children with disabilities currently used in early childhood education programs. In addition, students will be encouraged to reflect on the process of designing effective environments, instructional modifications, and material modifications and adaptations for with students with different exceptionalities and from different cultural and socioeconomic backgrounds. Finally, students will be asked to act as decision-makers through the practice of integrating the results of assessment to plan for the instructional provision of services for the child with disabilities within early childhood education programs, including the design of appropriate adaptations and modifications.
Course Topics:
- Building Blocks Model
- Curriculum Modifications
- Embedded Learning Opportunities
- Child-Focused Instructional Strategies
- Independent Classroom Behavior
- Developmentally Appropriate Classroom Behavior
- Emergent Literacy in the Early Childhood Classroom
- Friendships and Social Relationships
- Center and Child Specific Adaptations

Course Materials:


Attendance:
Students are required to arrive on time and to stay for the entire class. It is essential for your success in this class that you read all assignments before they are due and actively participate.

Professionalism:
Since you are preparing for a professional career, you should conduct your classroom experiences in a way that will be expected of you in the work place.

There is no place for cell phones in class. Text messaging during class is as rude and unprofessional as talking aloud. Phones should be turned off (not put on “vibrate”) before entering the door of class and not turned on until leaving the classroom.

Specific course Assignments will be provided during the first class meeting.

Department of Human Services Statement on Assigning Grades
Each instructor in each course will explain the grading policy and expectations that specifically apply. However, students should be aware that a grade of “A” on an assignment will be reserved for performance of superior quality that exceeds minimal expectations. If a student merely completes an assignment and it is accurate, the assignment would not automatically warrant an “A” grade. In many cases, outstanding performance is distinguished from satisfactory or highly satisfactory performance by the inclusion of additional factors due to the initiative and scholarship of the student which mark the work as clearly superior.

The rationale for this policy is the belief that outstanding and excellent work should be recognized as such. A policy which allows for no distinction between good and superior performance fails to adequately recognize and reward work that is meritorious and worthy of academic honor. A grade of “A” in a course should indicate that a student has exhibited performance worthy of distinction. Students who earn a grade of “B” in graduate courses or grades of “B” or “C” in undergraduate courses should feel that they have accomplished what was expected, and that they are competent in the skills and knowledge required.

Academic Honesty Policy:
The policy as stated in The Record for the University’s Academic Honest Policy will be followed in this class. Please review the policy carefully. Plagiarism will result in automatic failure of the course.