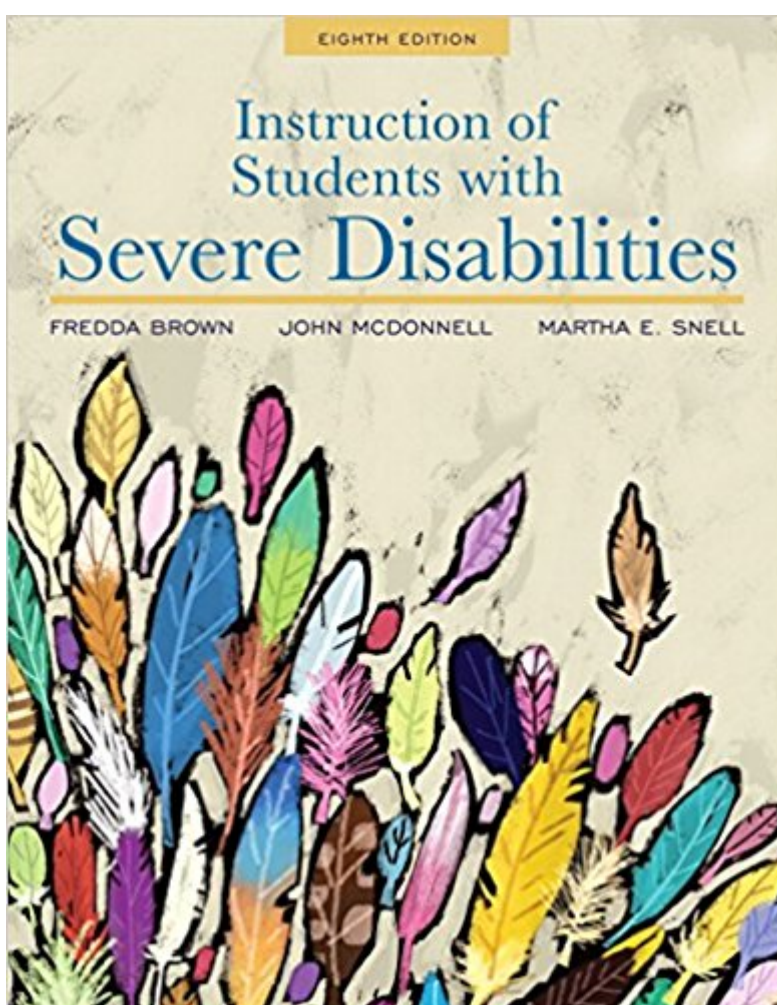


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Instruction Of Students With Severe Disabilities, Pearson EText With Loose-Leaf Version -- Access Card Package (8th Edition)



Synopsis

This title is only available as a loose-leaf version with Pearson eText. In this authoritative guide, leading scholars and researchers present information and evidence-based practices for dealing with the full range curriculum and instruction for individuals with severe intellectual disabilities and autism. The case studies throughout *Instruction of Students with Severe Disabilities* look at students of various ages and with a variety of disabilities, and each chapter includes an application to a student with autism. The content is presented with citations of supportive research, and the evidence-based practices are presented in clearly defined ways to ensure that teachers understand the practices and how to apply them in their own classrooms. PowerPoint slides created by the chapter authors are available for course instructors.

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Customer Reviews

A balance of theory and practice for dealing with the full range of curriculum and instructional topics involved in educating individuals with severe intellectual disabilities and autism. In this authoritative guide, leading scholars and researchers present information and evidence-based practices for dealing with the full range curriculum and instruction for individuals with severe intellectual disabilities and autism. Case studies throughout *Instruction of Students with Severe*

Disabilities look at students of various ages and with a variety of disabilities, and each chapter includes an application to a student with autism. The content is presented with citations of supportive research, and the evidence-based practices are presented in clearly defined ways to ensure that teachers understand the practices and how to apply them in their own classrooms. PowerPoint slides created by the chapter authors are available for course instructors. The new edition of Instruction of Students with Severe Disabilities includes: The coverage of the age range of individuals has been expanded. A chapter now describes middle-aged focused individuals, and concepts such as self-determination are explained along with the changes that come with aging. All of the strategies are evidence-based and the applicable research is cited. New chapters on: Assessment is updated to include assessment related to the Common Core State Standards. Motor Disabilities includes updated photos on equipment, using equipment to enhance classroom participation, and integration of physical therapy in the classroom. Positive Behavior Support includes updated research and a focus on moving from assessment to the development of behavior support plans. The chapter is also updated to include the use of technology related to behavioral assessment and behavior plan development. Teaching Communication Skills includes updated research, a focus on selecting appropriate communication strategies, and embedding instruction on communication skills in daily routines and activities. NEW! New perspectives on each chapter are presented the addition of Dr. John McDonnell as the text's third editor.

Dr. Martha Snell is a Professor Emeritus of Special Education in the Curry School of Education at the University of Virginia where she directed the teacher preparation program in severe disabilities for 37 years. With others, she has authored a number of books on teaching methods and the definition of intellectual disability. She has been active in a number of professional organizations, in particular: TASH and the American Association for Individuals with Intellectual and Developmental Disabilities. She has directed both federal and state grants directed toward research and the preparation of teachers. Her research has addressed primarily individuals with autism and intellectual disability and their teachers, but more recently has included Head Start classrooms and young children at risk; research topics have encompassed the inclusion of students with disabilities in general education classrooms, effective teaching strategies, intervention with communication, and positive behavior support for problem behavior. Dr. Fredda Brown is Professor in the Programs in Special Education at Queens College, City University of New York. In addition to Dr. Brown's work as a Professor and teacher educator, she has spent many years providing educational and behavioral consultation to individuals with severe disabilities and their families.

She has co-edited several books, and has authored numerous journal articles and book chapters relating to the education of individuals with severe disabilities. Most recently her work focuses on professional attitudes regarding behavioral treatment acceptability. Dr. Brown is past Editor-in-Chief of Research and Practice for Persons with Severe Disabilities (RPSD), and currently serves on several Editorial Boards, including the Journal of Positive Behavior Interventions (JPBI), and RPSD. She has sat on the National Board of Directors of the Association for Positive Behavior Supports (APBS) and TASH. She presents her work and ideas nationwide to professionals and families, advocating for positive, dignified and effective methods of addressing the learning and behavioral needs of individuals with disabilities. Dr. John McDonnell is a Professor in the Department of Special Education at the University of Utah. His research is focused on curriculum and instruction, inclusive education, and transition programs for students with intellectual and developmental disabilities. He has obtained a number of state and federal research, model development, and outreach grants to support his work in these areas. He has co-authored five textbooks and he published numerous journal articles and book chapters focused effective educational services for students with severe disabilities. He serves on the editorial boards of several of the top journals in special education including Education and Training in Autism and Developmental Disabilities, Research and Practice for Persons with Severe Disabilities, and The Journal of Vocational Rehabilitation.

Don't get the loose leaf version! I logged on to it once but couldn't access it the second time because it said my passwords had been redeemed and there was no tech support info available on the card!

Good text for instructional reading

Great

The book was well packaged, The code was easy to use, I did not have any problems reading it, inserting it in the proper place and I like the loose leaf design. I dropped the book and the pages were still all in tact. It is easy to read and I can remove segments of the book for a more focused read.

Accidently got the loose leaf instead of the hard cover... don't make the same mistake I did.

Otherwise, it was in great condition!

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