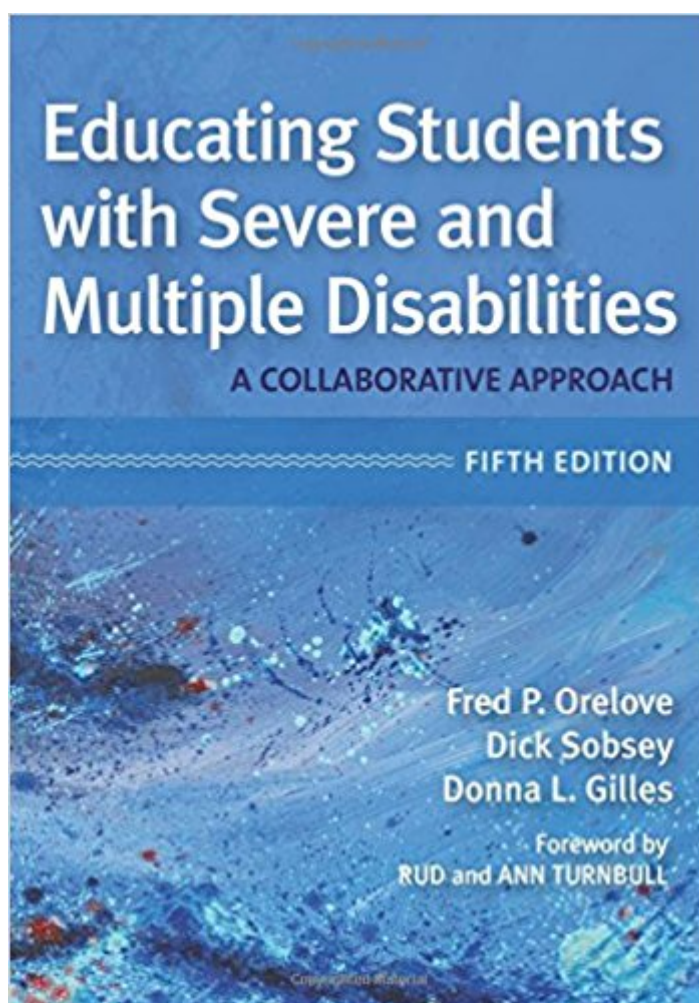


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Educating Students With Severe And Multiple Disabilities: A Collaborative Approach, Fifth Edition



Synopsis

A cornerstone of special education training for 30 years, this is the definitive textbook for preparing educators, counselors, and other related services professionals to teach children with severe and multiple disabilities in inclusive settings. Now in a revised, thoroughly updated, and streamlined fifth edition, this bestselling volume gives current and future educators the research and practical strategies they need to ensure the best learning outcomes for their students. Presenting a team-based, collaborative approach to education, this comprehensive text includes valuable contributions from respected experts in diverse fields, including fresh voices in special education, physical therapy, occupational therapy, communication, counseling, and pediatrics. Equally useful for preservice professionals and practicing educators in inclusive classrooms, this highly regarded textbook will fully prepare professionals to meet the educational, emotional, and health care needs of students with severe and multiple disabilities.

WHAT'S NEW: New chapters on topics essential to effective practice, such as teaching strategies and transition to adulthood
Updates based on the latest developments in special education
Cutting-edge information on assistive technology and understanding challenging behaviors infused throughout the book
New student-friendly features that enhance learning, such as chapter objectives, key terms, reflection questions, and challenging activities
Engaging and instructive case stories at the start of each chapter
New online course materials, including slides that outline key ideas to remember
Helpful new chapter organization that introduces readers to the diverse needs of students with severe and multiple disabilities and follows up with practical teaching strategies

SELECTED TOPICS COVERED: adaptations, accommodations, and modifications * alternate assessments * assistive technology * collaborative learning strategies * communication skills * curriculum design * IEPs * instructional planning * integration of health care and education programs * nutrition and mealtime considerations * partnerships with parents and families * physical disabilities * sensory disabilities * special health care needs * transition to adulthood

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Customer Reviews

“Our own humanity is reflected in the ways we include others in our everyday lives. When we respectfully explore and implement what makes everyone’s life successful and satisfying for them, on their terms, in the places they want to be, a beacon of light shines back on ourselves. This book will show you the way with specific tools so you can fulfill your own vision to be an inclusive, evidence-based and strategic partner in supporting children, their families, and the entire education team.” (Winnie Dunn, PhD, OTR, FAOTA)

Dick Sobsey, Ed.D., Professor Emeritus, Educational Psychology, University of Alberta, Edmonton, Alberta, Canada Dr. Sobsey has worked with children and adults with severe and multiple disabilities since 1968 as a nurse, teacher, and researcher. He taught courses on teaching students with severe disabilities and inclusive education at the University of Alberta from 1982 to 2005. He also served as Director of the J.P. Das Centre on Developmental and Learning Disabilities from 1994–2008 and the John Dossetor Health Ethics Centre from 2006 to 2011. He is the father of an adult son with severe and multiple disabilities due to MECP2 (methyl CpG binding protein 2) duplication syndrome.

Donna L. Gilles, Ed.D., Associate Professor, Special Education and Disability Policy, Virginia Commonwealth University, Richmond, Virginia Dr. Gilles is the Executive Director of the Partnership for People with Disabilities (Virginia’s UCEDD). She taught students with significant disabilities in Maryland public schools for 6 years while earning a Master’s degree in educating students with severe disabilities. After earning her doctorate, Dr. Gilles directed a variety of teacher preparation, professional development, and technical assistance projects at the University of Maryland and the University of Florida, focusing on students with severe and multiple disabilities, autism, and sensory disabilities. She served on the Executive Board of TASH for 7 years, including 3 years as board president. Dr. Gilles currently directs the severe disabilities teacher preparation program at Virginia Commonwealth University. Dr. Mirinda earned her doctorate in behavioral disabilities from the University of Wisconsin–Madison. For 8 years,

she was a faculty member in the Department of Special Education and Communication Disorders, University of Nebraska—Lincoln. From 1992 to 1996, she provided a variety of training, research, and support services to individuals with severe disabilities through CBI Consultants, Ltd., in Vancouver, British Columbia. She is now Professor in the Department of Educational and Counseling Psychology and Special Education at the University of British Columbia. From 1998 to 2001, she was editor of the journal *Augmentative and Alternative Communication*. In 2004, she was named a Fellow of the American Speech-Language-Hearing Association and was awarded the Killam Teaching Prize at the University of British Columbia. In 2008, she was named a Fellow of the International Society for Augmentative and Alternative Communication. Dr. Mirenda is the author of numerous book chapters and research publications; she lectures widely and teaches courses on augmentative and alternative communication, inclusive education, developmental disabilities, autism, and positive behavior support. Her current research focuses on describing the developmental trajectories of young children with autism and factors that predict the outcomes of early intervention.

Fred P. Orelove, Ph.D., Professor Emeritus, Special Education and Disability Policy, Virginia Commonwealth University, Richmond, Virginia Dr. Orelove founded and served as director of the teacher preparation program in severe disabilities at Virginia Commonwealth University from 1981 to 2011. He also served for 20 years as Executive Director of the Partnership for People with Disabilities, Virginia's university center for excellence in developmental disabilities. Since the 1970s, Dr. Orelove has taught children and has directed numerous training and demonstration projects related to individuals with disabilities. In addition to this book, he has co-authored two books on teamwork and one on inclusive education. In his retirement, Dr. Orelove is engaged in non-profit work in Richmond, Virginia, including working for an inclusive performing arts program and volunteering with children who have been traumatized.

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