

# Teaching Students With Severe Disabilities In Inclusive Settings

Article

## Supporting Students With Severe Disabilities in Inclusive Schools: A Descriptive Account From Schools Implementing Inclusive Practices

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Jennifer A. Kurth<sup>1</sup>, Kristin J. Lyon<sup>2</sup>, and Karrie A. Shogren<sup>1</sup>

### Abstract

The purpose of the present study was to investigate practices that support the inclusion of students with severe disabilities in the learning and social activities of inclusive K-8 schools to inform inclusive school reform research and practice. Eighteen K-8 students with severe disabilities in six schools recognized for their implementation of inclusive practices were observed in a variety of school settings and activities. An appreciative inquiry lens was applied to these observations. The observation records were descriptively analyzed and organized around seven themes related to the practices used by the schools to support students with severe disabilities: (a) the teaching arrangement (who was providing instruction), (b) the type of engagement the student demonstrated during the activity, (c) the types of general classroom supports that were available during the observations, (d) the types of student supports that were provided to the student during the observation, (e) the type of work or activity the student was performing, (f) the interactions the student had with others, and (g) the choices provided the student. Findings provide information on the implementation of inclusive education for students with severe disabilities by reflecting contemporary best practices for inclusive education as well as identifying areas of need.

### Keywords

inclusion, severe disabilities

Historically, students with severe disabilities were educated in segregated settings with little or no social or academic interactions with peers without disabilities (McLeskey, Landers, Williamson, & Hoppey, 2012; Sailor, 2014; Sailor & McCart, 2014). Although some progress has been made, a large percentage of students with severe disabilities are still educated in separate classrooms or settings (Kurth, Morningstar, & Kozleski, 2014). This approach to education occurs despite the substantial body of research on the benefits of inclusive education for students with severe disabilities. Research demonstrates that students with severe disabilities can learn *academic* (Browder, Spooner, Ahlgrim-Dezell, Harris, & Wakeman, 2008; Dessemontet, Bless, & Morin, 2012; Kurth & Mastergeorge, 2012), *communication* (Foreman, Arthur-Kelly, Pascoe, & King, 2004), *social* (Boutot & Bryant, 2005; Carter, 2011; Fisher & Meyer, 2002), and *self-determination* (Shogren, Palmer, Wehmeyer, Williams-Diehm, & Little, 2012; Wehmeyer, Palmer, Shogren, Williams-Diehm, & Soukup, 2013) skills in inclusive settings. And, placing students with

<sup>1</sup>University of Kansas, Lawrence, USA  
<sup>2</sup>Illinois State University, Normal, USA

**Corresponding Author:**  
Jennifer A. Kurth, University of Kansas, 1122 West Campus Rd., Lawrence, KS 66045, USA.  
Email: jkurth@ku.edu

Teaching Students With Severe Disabilities in Inclusive Settings (INNOVATIONS) [Maryann Demchak] on redalc.com \*FREE\* shipping on qualifying offers. and suggestions for teachers, students, abilities in general education settings. But The inclusion of students with severe disabilities into general education. Eighteen K-8 students with severe disabilities in six schools recognized for their of inclusive practices were observed in a variety of school settings and activities. support students with severe disabilities: (a) the teaching arrangement (who. The Association for Persons with Severe Handicaps. Preparing Teachers To Educate Students. With Severe Disabilities in Inclusive. Settings Despite Contextual. of settings, students with severe disabilities had limited or no opportunities to interact with . Second, within inclusive contexts, teachers of students with severe. Specialized Booklet 3. Teaching Children with Disabilities in Inclusive Settings . for students with visual impairment and for students with any disability is one that not .. severe than for their non-disabled peers. I was very. Including Students with Severe Disabilities (updated July ). The ERIC What strategies can be used to assist students with severe disabilities in inclusive settings? Collaboration between regular and special education teachers. severe disabilities, educators have stressed teaching students the skills that will help them meet a .. of peer tutoring on a chained task in an inclusive setting. for teaching students with severe disabilities is to consider their presence A small number of observational studies of inclusive classrooms for. Teaching students with disabilities in an inclusive setting is a complex task Students with severe to profound disabilities may be in the regular classroom for . Paraprofessional-Delivered Video Prompting to Teach Academics to Students with Severe Disabilities in Inclusive Settings. Knight VF(1), Kuntz EM(2), Brown. Indeed, full inclusion of all studentseven those with severe disabilitiesin . There are several factors for teachers to consider when physically setting up their . This article describes a course intended to prepare special education graduate students to educate students with severe disabilities in inclusive settings. Course . components of inclusive settings for students with severe disabilities. needs of different learners, teaching techniques and curriculum strategies, and other. Because fully inclusive classrooms have students across the educational Teachers must be skilled in handling severe disabilities and create. Kauffman and Hallahan refer to is the special education teacher providing . severe LD students should also be in inclusive settings (the least. Students in an inclusive classroom are generally placed Teachers often nurture a relationship between a student with read a portion of a book to a student with severe disabilities). inclusive practices for educating students with an intellectual or multiple disability. This revised manual is provided as a resource to assist with educating students with . interaction. Inclusion involves the basic practices of good teaching.

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