



# Instruction of Students with Severe Disabilities (7th Edition)

By Martha E. Snell, Fredda E Brown

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**Instruction of Students with Severe Disabilities (7th Edition)** By Martha E. Snell, Fredda E Brown

The seventh edition of this widely-adopted text for special educators addresses the full-range of curriculum and instructional topics involved in educating individuals with moderate, severe, and multiple disabilities. Evidence-based practices are presented in clearly-defined ways so that teachers can easily understand the research presented and apply it in the real classroom. All chapters in the book are unique, written by leaders in the field known for their research and writing on the specific topics. Case studies of students are applied to chapter content in vignettes, tables, and figures found throughout the chapters, and the textbook rests on a solid evidence-base with research citations provided. The new edition features many new updates including: a greater emphasis on teaching students with autism; six new chapters authored by experts in the field; more information on teaching methods supported by research, peer support, teaching academic skills, the process for planning and implementing instruction within general education classrooms, transition planning, and alternate assessment. All core chapters have been strengthened and expanded, and PowerPoint slides are now available for course instructors.

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## **Bibliography**

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## **Editorial Review**

From the Back Cover

*For Methods courses in Severe/Multiple Disabilities and Moderate and Severe Disabilities.*

Comprehensively succinct and advanced in its scope, this widely adopted text addresses the full-range of curriculum and instructional topics involved in educating individuals with moderate, severe, and multiple disabilities. Evidence-based practices for teaching this low-incidence population of students are presented in clearly defined ways so that teachers can easily understand the research and apply it in the real classroom. All chapters in the book are unique in their authorship, written by leaders in the field known for their research and writing on the specific topics. Case studies of students are applied to chapter content in vignettes, tables, and figures found throughout the chapters. All content in the textbook rests on a solid evidence-base with appropriate citation of research provided. The seventh edition features many new updates including: a greater emphasis on teaching students with autism; six new chapters authored by experts in the field; core chapters strengthened and expanded; and PowerPoint slides for course instructors. Additionally, the new edition has even more information on: teaching methods that are supported by research, including peer support, teaching academic skills, the process for planning and implementing instruction within general education classrooms, transition planning, and alternate assessment.

**NEW! A strong emphasis on students with autism is now presented in every chapter throughout the text** in two to three case studies per chapter of students with moderate to severe disabilities, one of whom has autism spectrum disorder, enabling readers to apply core content specifically to students with autism. The case studies are diverse, varying across ages and types of disability, and represent the uniqueness of individuals with severe disabilities, and will help to further facilitate readers' understanding of concepts, and motivate them to apply material to the type of students they will likely encounter in the real classroom.

**NEW! All 14 chapters have been updated, expanded, and revised.** Six chapters are new (*Chapters 6, 9, 11, 12, 13, and 15*) and authored by experts in the field. The remaining ten chapters have been significantly updated and revised, with three of these chapters including new additional authors.

**NEW! Now features the addition of a fourth core chapter, and the original three core chapters have been extensively reorganized (Chapters 3, 4, 5, and 6).**

All key concepts, from assessment to instruction, are more clearly presented and the last core chapter provides a collaborative model for modifying schoolwork so that students with disabilities can learn in general education classrooms.

**NEW! PowerPoint slides for all 14 chapters are now available for course instructors.** These beneficial presentations are created by the chapter authors for use by instructors in their courses.

About the Author

**Marti Snell** is a Professor at the Curry School of Education at the University of Virginia where she prepares teachers of students with disabilities. Her research and writing address positive behavior support, communication, inclusion, and data-based decision making. She is the author of a series of four books with Rachel Janney: *Teachers' Guides to Inclusive Practices (Behavioral Support, Collaborative Teaming,*

Modifying Schoolwork, Social Relationships and Peer Support). She is an author on the upcoming *Intellectual disability: Definition, classification, and systems of supports* (11th ed.) for the American Association on Intellectual and Developmental Disabilities.

**Dr. Fredda Brown** is Professor in the Programs in Special Education at Queens College, City University of New York. She is the Director of the Queens College Regional Center on Autism and Related Disabilities, and past Editor-in-Chief of *Research and Practice for Persons with Severe Disabilities (RPSD)*. 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 is the editor of four books, and author of numerous journal articles and book chapters relating to the education of individuals with severe disabilities. Most recently her work focuses on the relationship between problem behavior, communication, and self-determination, and professional attitudes regarding behavioral treatment acceptability. Dr. Brown is on several Editorial Boards, including the *Journal of Positive Behavior Interventions (JPBI)*, and *RPSD*, and is on the national Board of Directors of the Association for Positive Behavior Supports (APBS). 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.

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