**EXAMINING THE SOCIAL INCLUSION OF CHILDREN WITH SEVERE DEVELOPMENTAL DISABILITIES IN SCHOOL AND THE COMMUNITY: A DESCRIPTIVE ANALYSIS USING MULTIPLE CASE STUDIES**

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**Objectives:** Although often present in "inclusive" settings, children with Severe Developmental Disabilities (DD) are at high risk of social exclusion. When they also have ASD, there are even greater difficulties participating in social interactions and maintaining relationships.  Themes from multiple case studies of children and adolescents with Severe DD, some with ASD, will be presented. The goal of this study is to gain a better understanding of the social inclusion of children with Severe DD (with and without ASD) in school and community settings.

**Method:** The parents, teachers and community leaders (e.g., Brownie leader) of 27 children were interviewed to gain their perspectives about the children’s social experiences in school and community settings.  Children were also observed in potentially social settings, and information was collected surrounding the types of play, and amount of social interaction with peers and adults, as well as observer ratings.  This presentation will describe themes from 10 cases with data from multiple sources and settings. Parent, teacher and community leader interviews were examined for emerging themes. The themes were compared across diagnostic groups (with and without ASD), informants and settings.

**Results:** Several themes emerged across settings, such as child characteristics, environmental characteristics, integration, accommodation/adaptation, staff resources, communication, and societal awareness/stigma.  Examples of these themes from various cases will be presented.  Agreements and discrepancies in ratings based on the setting and informant will be discussed.

**Discussion/Conclusions:** These case descriptions and themes provide information surrounding barriers to children’s inclusion, and directions for future research in this population. Implications for parents, and clinicians will be discussed.

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