

Volume 57, Issue 1
(February 2019)
[< Previous](#)
[Current Issue](#)
[Available Issues](#)
[< Previous Article](#) [Volume 57, Issue 1 \(February 2019\)](#) [Next Article >](#)
[Add to Favorites](#) [Share Article](#) [Export Citations](#) [Track Citations](#) ([RSS](#) | [Email](#)) [Permissions](#)
[Full-text](#) [PDF](#)
Article Citation:

Michelle L. Bonati and Stacy K. Dymond (2019) Service-Learning and Students With Severe Disabilities: Examining Participation and Curricular Goals. *Intellectual and Developmental Disabilities*: February 2019, Vol. 57, No. 1, pp. 42-55.

PRACTICE**Service-Learning and Students With Severe Disabilities: Examining Participation and Curricular Goals**

Michelle L. Bonati and Stacy K. Dymond

Michelle L. Bonati, State University of New York at Plattsburgh; and **Stacy K. Dymond**, University of Illinois at Urbana-Champaign.

The content of this article was developed under a grant from the U.S. Department of Education, #H325D090087. However, the content does not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government. Project Officer, Louise J. Tripoli.

Correspondence concerning this article should be addressed to Michelle L. Bonati, State University of New York at Plattsburgh, Teacher Education, Sibley 302, Plattsburgh, NY 12901 (e-mail: michelle.bonati@plattsburgh.edu).

Abstract

The purpose of this case study was to examine how students with severe disabilities participated in service-learning at a food pantry and the curricular goals they addressed. Service-learning is a form of experiential learning that blends classroom instruction with community service. Participants included 3 high school students with severe disabilities enrolled in a private faith-based school, 5 school staff, and the food pantry coordinator. Data were collected over a 6-month period from observations, interviews, and a focus group. Findings indicate students partially participated in service-learning with supports using a strengths-based approach. Barriers to participation included unclear paraprofessionals' roles, uncertain project priorities, and insufficient supports for communication and behavior. Curricular goals addressed emphasized Jewish values and functional skills. An extension of Furco's service-learning theoretical model is proposed to conceptualize service-learning as being situated along a continuum from supported volunteering to vocational training.

Keywords: [service-learning](#), [severe disabilities](#), [high school](#), [curriculum participation](#)
Received: October 24, 2017; **Accepted:** April 10, 2018;

©AAIDD

Alerts for the Journal
 Click [here](#) to get an email alert for every new issue of
Intellectual and Developmental Disabilities**Journal Information****ISSN:** 1934-9556**Frequency:** Bimonthly**Previously titled:**[Mental Retardation](#)
 [\(What is this?\)](#)
Members: Register for a Profile**Not Yet Registered?***Benefits of Registration Include:*

- A Unique User Profile that will allow you to manage your current subscriptions (including online access)
- The ability to create favorites

lists down to the article level

- The ability to customize [email alerts](#) to receive specific notifications about the topics you care most about and special offers

[Register Now!](#)

Related Articles

Articles Citing this Article

[Google Scholar](#)

Search for Other Articles By Author

Michelle L. Bonati

Stacy K. Dymond

Search in:

AAIDD Journals

PubMed

Google Scholar

[top ▲](#)

Copyright © 2019 **American Association on Intellectual and Developmental Disabilities**
Allen Press, Inc. assists in the online publication of AAIDD Online Journals.

Terms and Conditions of Use

Technology Partner - **Atypon Systems, Inc.**