

## Vocabulary Terms

**Inclusion** - means that all students are viewed from a strengths-based perspective and are seen as competent, as capable of learning. All students belong as full participants in the general education setting, regardless of labels. The practice of inclusive education within the general education setting requires physical, academic and social/emotional access, and combines physical togetherness, social belonging, and high quality teaching.

**Presumed Competence** – the least dangerous assumption that students are competent and can learn when provided with opportunities and support.

**Person First/Identity First language** - emphasizing the person not the disability (e.g., student with a disability NOT disabled student, students who receive special education services NOT special education students) unless that is the individual's preference.

**Self-Determination** - making things happen in one's own life through self-advocacy, self-awareness, self-regulation, self-efficacy, choice making, decision making, goal setting, and problem solving.

**Positive Behavioral Supports** - proactive behavioral support for all students that emphasize prevention and remediation of problem behaviors through collaborative teaming and data-based decision making.

**Co-Teaching** -two teachers sharing the planning, delivery, and assessment of instruction within the general education context. Common arrangements include team teaching, parallel teaching, station teaching, alternative teaching, and one teach one observe or assist.

**Access to the General Education Curriculum** - enabling students to be involved in and progress in the general education curriculum ideally through inclusive education.

**Differentiated Instruction** - an approach to teaching where educators consider student differences when planning the content, process, product, and learning environment so all students can learn the best.

**Natural Peer Supports** - assistance, modeling, or tutoring provided by people naturally found in the environment.

**Collaborative Planning** - working effectively with others during a common planning time multiple times a week to promote student growth.

**Student-Centered Strength-Based Assessments & Summaries** - selecting assessments and writing narratives that are focused on the individual student and their strengths.

**Active Participation** - consistent engagement and involvement of all learners with the content of the lesson.