

**MEAN WHAT YOU SAY
&
SAY WHAT YOU MEAN**

**REDUCING CONFUSION IN UNDERSTANDING
DISABILITY AND EDUCATION**

Lexicon of Recommended Definitions for Crucial Terms

A 2008 Publication of the Marsha Forest Centre

THIS LEXICON AND ITS PURPOSE

Is Inclusive Education a sub-set of Special Education? Does Integration have the same meaning as Inclusion? What does Facilitator mean? What is Alternate Placement? How many terms are there for Special Class? Do the terms Accommodation, Adaptation, and Modification have any practical meaning for teachers and parents in education of learners with individual educational needs?

With the arrival of inclusion as a response to educational needs of learners with disabilities, confusion in education has increased across Canada. In the past, we had only the Special Education approach and its range of possible placements for students with individual educational needs. We understood the meanings of the terms used to discuss Special Education. Can those same terms serve to describe the new, inclusive approach? Research indicates that, though parents, teachers, administrators, advocates, and governments may be using the same terms, they may be using them with different meanings. Confusion around Special Education and Inclusive Education approaches to education and disability does not benefit anyone, particularly those learners caught in the middle of educational change and semantic confusion.

Wayne Mackay (2006) recognized this confusion of terminology and its central importance for educational decision-makers. In the first few pages of his voluminous review report on educational services for learners with individual educational needs in New Brunswick, Mackay emphasized need to pay careful attention to ensuring that terminology used in the Special Education – Inclusive Education discussion is clear to all.

In studying inclusive education, language has become an extremely important element. Terms such as inclusion, integration, and special education are often used interchangeably. In the context of the emerging field of inclusive education, these terms really have different meanings. Meanings and connotation of language as well as practice and implementation are important in inclusive education.

Poulin (2006) in French Canada also recognized that confusion of terminology afflicts both the French and English school systems in Canada. He states:

I want to put the emphasis on the terms Integration and Inclusion which prevail in educational services organization. Those terms are not without posing problems which, from my perspective, go way beyond purely administrative matters... Just like Wolfensberger talks about improving the individual's social role, I make, by analogy, the assumption that it is with in mind the idea of increasing the image of the student's role in the classroom and within the school that one should rethink and develop a terminology capable of transforming some social representations as well as some attitudes regarding the integration of students with special education needs. In brief, one must go beyond the structural reality of the organization of educational services, and focus on the educational reality itself, that is to say, to focus on the true 'raison d'etre' of the school.

Others had noted, even before 2006, the problem discussed by MacKay and Poulin. In response to the need for clarification of crucial terms used in the Special Education – Inclusive Education discussion, the Marsha Forest Centre of Toronto, the Canadian Abilities Foundation, the Universite d'Quebec a Montreal, York University, and People First of Ontario collaborated in a study of how crucial terms are being used across Canada. Their objective was to bring some clarity to what was becoming a very confusing situation, and to open a general discussion on how to resolve this confusion. It is hoped that, through development of the definitions recommended in this Lexicon, the various parties involved in education of learns with individual educational needs will have more fruitful discussions. Educational decisions made will be more clearly understood by all if definitions referring to different approaches to education and disability are clear.

The **LEXICON OF RECOMMENDED TERMS** is being distributed across Canada. It is offered with the hope that Canadians will find value in the definitions developed. We also hope that all engaged in determining educational responses to

learners with individual educational needs will take care to define clearly the terms they use. Discussions on this topic have too much import for the individuals concerned for our discussions to lack clarity.

The Crucial Terms Study

To include as many interested parties as possible in developing recommended definitions, a number of guidelines were built into the clarification project. For convenience, the project is referred to as the *Crucial Terms Study or CTS*.

- The CTS would consider only what Canadians believe various terms to mean. Terms take on their meaning depending on the culture and educational systems of individual nations. A definition applicable across Canada quite possibly would not be identical to one suitable for the United States, England, India, or Russia. Therefore, all data were drawn from Canadians and Canadian sources.
- The CTS would be conducted across English and French Canada in both national languages as two parallel projects. Publications would be in both languages.
- Participants would include parents, people with disabilities, Ministries of Education, educators, First Nations representatives, university and college faculty, and advocates.
- To infuse neutrality into the project, participants would represent those who advocate retention of the Special Education approach to education of learners with individual educational needs and those advocating the Inclusive Education approach.
- The project would be national in scope.
- A number of data methods would be employed in order to increase the power of analysis.

The first step in the CTS was to scan the Canadian literature on education and disability to discover what terms were in frequent use in Canada. Some 58 terms were isolated from this endeavour. These terms were sent to 10 individuals representative of the above names groups. Members of this panel were asked to designate those terms they saw as contributing to confusion around education of learners with individual educational needs. Twenty terms were designated as associated with high degrees of confusion. Other terms used in both Special Education and Inclusive Education, but not causing as much confusion, were added to this Lexicon to widen the scope of definitions included.

Following this initial step, use of the designated terms in the Canadian literature was reviewed and analyzed. A report (English and French) on usage in the literature was prepared.

Step 3 was the development of a questionnaire (*Crucial Terms Questionnaire or CTQ*). The CTQ (English and French) was distributed to educators, school systems, parents, people with disabilities, advocates, and others across Canada. Recipients of the CTQ were selected in four ways.

- The Crucial Terms Study (CTS) was advertised in Abilities Magazine in English and French. Interested persons were invited to obtain a copy of the CTQ by making contact with the research team.
- The CTQ was distributed by research team members and associates at a number of meetings and conferences related to disability and education.
- The CTQ was distributed by post to all Canadian school systems, Faculties of Education, Community Colleges, organizations related to disability and education, organizations of people with disabilities, teacher associations, and Ministries of Education.
- The CTQ was available for downloading from the Marsha Forest Centre website.

Returned questionnaires were analyzed and reports based on French and English responses prepared. It should be noted that the French report is not simply a translation of the English version. There are differences on how crucial terms are used by the two national linguistic groups.

The final data-gathering step consisted of five regional one-day focus group meetings (Victoria, Saskatoon, Toronto, Montreal (in French and English), and Sydney, N.S.). Representatives from interest groups previously noted were invited to participate by Local Meeting Coordinators familiar with the region in which individual meetings were held. The Coordinators were instructed to invite participants from groups supportive of Special Education and Inclusive Education respectively. It was the intent of the research team that all data was contributed through combined contributions of participants knowledgeable about the two major approaches to education of learners with individual needs. All focus group participants received copies of the CTQ report and the Canadian literature report in the appropriate language. They were requested to read the two reports in preparation for discussion at the focus group meetings. At each meeting participants were divided into groups of 5 or 6 to facilitate full discussion. Small groups were structured for discussion among supporters of Special Education or Inclusive Education. Each group was supported by a note-taker charged with recording discussion and developing a report on the discussion. Focus group meetings consumed a full day each.

Overall, approximately 1,120 individuals and organizations from coast to coast received copies of the Crucial Terms Questionnaire. Some 300 took advantage of the opportunity and completed the CTQ. A similar number participated in focus group discussions. There was solid representation from those favouring the Special Education approach and those favouring the Inclusive Education approach. The major finding of the study was that, indeed, the two models were seen as having fundamental differences in approach to education of learners with individual educational needs.

CTS final reports (English and French) were prepared on the basis of CTQ reports, the Canadian literature report, and focus group reports. From this final blended analysis

of all data, recommended definitions for crucial terms were developed. Once again, differences between the two reports will be found due to different usages in French and English Canada.

The Final Report of the Crucial Terms Project may be accessed on the Marsha Forest Centre website and downloaded. Copies also may be obtained from gbunch@edu.yorku.ca and dore.robert@uqam.ca.

N.B. When interpreting the recommended definitions, remember that they were developed from a collegial, collaborative process. The three data sources provided information on the functional characteristics of each term. The result is a set of definitions which suggest various characteristics of action when developing programs based on the Special Education model or the Inclusive Education model. Careful reading of the definitions will reveal where the two models share some characteristics and where there are differences.

RECOMMENDED DEFINITIONS

¹ALTERNATE PLACEMENT

- Refers to placement of learners with disabilities in one of the special settings of the Continuum of Services Model. Such settings are considered required by learners with disabilities who are seen as needing specialized teachers and specialized curricula on a full-time or part-time basis to meet their individual educational needs. Associated with the Special Education Model.

ASSESSMENT

- The process of gathering evidence of educational abilities and needs to serve as a base to guide educational decisions and monitor curricular and instructional approaches, strategies, and outcomes. Associated with both the Special Education and Inclusive Education Models.

AT-RISK STUDENT

- Refers to students not formally identified as exceptional, but who are at-risk of school failure due to biological or environmental factors impacting their educational progress.

AUTHENTIC ASSESSMENT

- Assessment occurring in daily real-life contexts with realistic student performance demands wherein the student demonstrates her/his levels of mastery of cognitive and affective areas. Associated primarily with the Inclusive Education Model, but may be used with the Special Education Model.

¹ Underlined terms were designated as confusing. Definitions of other terms are generally agreed on and serve to add to the breadth of the Lexicon.

CATEGORY OF EXCEPTIONALITY

- The classification of disability diagnosed for a student following appropriate psychological and educational assessment. Associated primarily with the Special Education Model, but may be used with the Inclusive Model.

CASE MANAGER

- Refers to a staff member filling a resource role focused on support of inclusion of learners with disabilities. Responsibilities are various, but may orient on individual programs or school-wide support of inclusion, or both. Duties may be carried out in the regular classroom, or at a distance from the regular classroom, or both. The core of the role is coordinating of people and resources. Closely associated with the Inclusive Education Model. Synonymous with Facilitator.

CASCADE OF SERVICES MODEL

- This concept is fundamental to the Special Education Model. It is based on a series of possible educational placements reflecting extent of student needs. Placement options begin with full-time integration in the regular classroom and moves to increasingly specialized and segregated settings. The Cascade connotes a process within which student placement changes as needs change. See Continuum of Services Model and Range of Services Model.

CATEGORICAL MODEL

- An approach to education of learners with disabilities based on groupings of students diagnosed with the same category of disability in a special class or special school. Associated with the Special Education Model.

CONTINUUM OF SERVICES MODEL

- This concept is fundamental to the Special Education Model. It is based on a series of possible educational placements reflecting extent of student needs. Placement options begin with full-time integration in the regular classroom and moves to increasingly specialized and segregated settings. The Cascade connotes

a process within which student placement changes as needs change. See Cascade of Services Model and Range of Services Model.

COLLABORATIVE PLANNING

- The process guiding a voluntary planning team of diverse membership whose primary members are educators and parents, but may include others as appropriate. The mandate of the team is to develop and monitor program goals for learners with disabilities, expanding past problem solving to the whole person. The team is characterized by shared responsibility, accountability, and parity among members. Associated primarily with the Inclusive Model, collaborative planning may be used in support of the educational program of any learner.

COLLABORATION

- Refers to the approach taken by those involved in planning the educational program for a learner with disabilities. Associated with both the Special Education and Inclusive Education Models, though chiefly with the latter.

CONGREGATED CLASS

- A grouping of learners with disabilities based on similar educational needs and abilities. The class is taught by a teacher with special training and offers instruction typically involving special curricula, specialized teaching methods, and special equipment. Congregated classes are associated closely with the Special Education Model. The term is synonymous with Segregated Class, Special Class, and Self-Contained Class.

CONSULTATIVE MODEL

- An approach to teaching learners with disabilities wherein a regular class teacher is supported by a special education resource teacher and/or other knowledgeable individuals in terms of teaching strategies, program planning, and assessment. Used in both Inclusive Education and Special Education Models.

CO-TEACHING

- An approach to teaching wherein two or more teachers, often a regular class teacher and a special education resource teacher, share instructional responsibility for a class group containing both typical learners and learners with special needs. Associated primarily with the Inclusive Education Model, but may be used within the Integration option of the Special Education Model. See Team Teaching.

CROSS-CATEGORICAL MODEL

- An approach to instruction focused on student cognitive and affective learning abilities and needs, rather than on category of disability. Associated with the Inclusive Education Model.

CURRICULUM ACCOMMODATION

- Alignment of course content, teaching strategies, testing, environment, and/or other dynamics affecting learners with disabilities in order to facilitate their learning and equitable access to the regular curriculum without lowering course standards and expectations. Associated with both the Inclusive Education and the Special Education Models. See Enabling Adjustments.

CURRICULUM ADAPTATION

- Alterations to the educational environment that support learners with disabilities in terms of equal opportunity of access to the regular curriculum and opportunity for educational success. Accommodations and Modifications are forms of Adaptation. Associated with both the Inclusive Education and Special Education Models. See Enabling Adjustments.

CURRICULUM MODIFICATION

- Changes in course content, teaching strategies, test formats and conditions, and/or other characteristics, that support student access to instruction or testing, but that do not fundamentally alter or lower the standards or expectations of instruction or

evaluation. Associated with both the Inclusive Education and Special Education Models. See Enabling Adjustments.

EDUCATIONAL ASSISTANT (EA)

- A staff member, other than a certified teacher, who supports the learning of a student with disabilities under the direction of a certified teacher. Associated with both the Inclusive Education and Special Education Models. See Teacher Assistant.

ENABLING ADJUSTMENTS

- Refers to development of individual educational programs for any student requiring such an educational approach. Adjustments may be made to any aspect of the manner in which instruction is delivered in the regular classroom and to the form and content of instruction. Adjustments are made in such a manner as to maintain the closest possible connection to regular classroom curricula. A necessary element is ongoing assessment and evaluation. The intent is to maximize student learning. Closely associated with Inclusive Education, but valuable for any learner in any setting.

EXCEPTIONAL STUDENT

- A student diagnosed as having a disability (or as gifted) and requiring special education support services in the setting or settings in which he/she is placed. Associated with both the Special Education and Inclusive Education Models. See Special Needs Student.

FACILITATOR

- Refers to a staff member filling a resource role focused on support of inclusion of learners with disabilities. Responsibilities are various, but may orient on individual programs or school-wide support of inclusion, or both. Duties may be carried out in the regular classroom, or at a distance from the regular classroom,

or both. The core of the role is coordinating of people and resources. Closely associated with the Inclusive Education Model. Synonymous with Case Manager.

FULL INCLUSION

- Characterized by routine placement of learners with disabilities, regardless of type or degree of challenge to learning, in regular classrooms of community schools alongside age appropriate typical peers. In fully inclusive regular classrooms learners with disabilities receive acceptance and respect, as would any other learner. Closely associated with the Inclusive Education Model and synonymous with Inclusive Education.

FUNCTIONAL ASSESSMENT

- Assessment of student ability and needs in interacting with aspects of current physical, social, and cultural environments through review of school records, interviews (personal or on paper) with informed others (parents, teachers, peers), and by direct observation and interaction. Associated primarily with the Inclusive Education Model, but also used with the Special Education Model.

HETEROGENOUS GROUPING

- Classroom grouping of students for instruction without regard to specific skill levels in order for students to learn from each other, and to stimulate interaction across skill levels. Associated primarily with the inclusive Education Model. See Mixed Skill Grouping.

HOMOGENOUS GROUPING

- Classroom grouping of students of similar skill level. Associated with the Special Education Model. See Same Skill Grouping.

INCLUSIVE EDUCATION

- Educational practice based on the philosophical belief that all learners, those with and those without disabilities, have the right to be educated together in age-

appropriate class groups, and that all will benefit from education in the regular classrooms of community schools. Within these settings teachers, parents, and others work collaboratively using appropriate and sufficient resources to interpret and enact the regular curriculum in flexible manner in accordance with the individual abilities and needs of all learners. Emphasizes full participation in classroom activities by all learners, social interaction across levels of ability, appropriate supports, development of friendships across levels of ability, and development of a diverse community of contributing learners. Fundamental to the Inclusive Education Model.

INCLUSIVE PHILOSOPHY

- Refers to a belief or value system focused on education of learners with disabilities. As such, it involves recognition of the need to support development of full citizenship and recognition of rights of learners with disabilities through education with age appropriate peers in regular classrooms of community schools. Closely associated with the Inclusive Education Model.

INDIVIDUAL EDUCATION PLAN (IEP)

- An educational document prepared for a learner with disability by a collaborative, multidisciplinary team. The IEP specifies current level of functioning, needs, abilities, short and long term instructional goals, instructional approach, assessment method, related special services, and timeframe. Associated with both the Inclusive Education and Special Education Models. See Individual Education Program and Individual Program Plan.

INDIVIDUAL EDUCATION PROGRAM (IPP)

- An educational document prepared for a learner with disability by a collaborative, multidisciplinary team. The IPP specifies current level of functioning, needs, abilities, short and long term instructional goals, instructional approach, assessment method, related special services, and timeframe. Associated with both

the Inclusive Education and Special Education Models. See Individual Education Plan and Individual Program Plan.

INDIVIDUAL PROGRAM PLAN (IPP)

- An educational document prepared for a learner with disability by a collaborative, multidisciplinary team. The IPP specifies current level of functioning, needs, abilities, short and long term instructional goals, instructional approach, assessment method, related special services, and timeframe. Associated with both the Inclusive Education and Special Education Models. See Individual Education Plan and Individual Education Program.

INTEGRATION

- Refers to attendance of learners with disabilities in regular classes on a full-time or part-time basis in the company of typical peers. Integration involves a process focused on determination of the amount of time spent in the regular class, development of a supportive regular class instructional program, and of a supportive special education program in or out of the regular classroom. Associated with the Special Education Model.

LEAST RESTRICTIVE ENVIRONMENT

- A term found in United States educational legislation. Refers to educational placement that ensures, to the maximum extent possible, that children with special educational needs, including those in public, private, and residential settings, are educated with their regular education typical peers in a school as close to their homes as possible. Associated with the Special Education Model with emphasis on the Integration Option.

MAINSTREAMING

- An older term originally closely associated with the Special Education Model. It refers to integration of learners with disabilities into regular classes on a full-time

or part-time basis for their instructional programs. Recently, the term has not seen wide use.

MIXED SKILL GROUPING

- Classroom grouping of students for instruction without regard to specific skill levels in order for students to learn from each other, and to stimulate interaction across skill levels. Associated primarily with the inclusive Education Model. See Heterogeneous Grouping.

PARTIAL INTEGRATION

- An uncommon term used with reference to part-time educational placement of a learner with disabilities in each of a special education classroom and a regular classroom for part of the school day. Associated with the Special Education Model. See Integration and Special Education.

PEER ASSISTANT

- A fellow student who voluntarily supports another student in learning, understanding, and mastering cognitive and social information in order to attain educational goals. The Peer Assistant commonly is of the same age group as the person assisted and may be drawn from the full range of peers. The Assistant's support is guided by the regular class teacher. Closely associated with the Inclusive Education Model, but may be used in support of any learner in a regular classroom setting. See Peer Tutor.

PEER TUTOR

- A fellow student who voluntarily supports another student in learning, understanding, and mastering cognitive and social information in order to attain educational goals. The Peer Assistant commonly is of the same age range as the person assisted and may be drawn from the full range of peers. The Assistant's support is guided by the regular class teacher. Closely associated with the

Inclusive Education Model, but may be used in support of any learner in a regular classroom setting. See Peer Assistant.

PLACEMENT

- The classroom, school, or program in which a student is placed.

PSYCHO-EDUCATIONAL ASSESSMENT

- Involves the use of standardized test instruments to diagnose and categorize students as in need of special education, remedial, or gifted education services, and to indicate present level of functioning in intellect, adaptive behaviour, and achievement. Primarily associated with the Special Education Model, but may be used with the Inclusive Education Model. See Standardized Assessment.

PULLOUT PROGRAM

- An instructional approach in which learners with disabilities are “pulled out” from or “withdrawn” from the regular classroom setting for various periods of time on a regular basis for special education services. Associated primarily with the Special Education Model, but used within the Inclusive Education Model as well. See Withdrawal Program.

RANGE OF SERVICES MODEL

- This concept is fundamental to the Special Education Model. It is based on a series of possible educational placements reflecting extent of student needs. Placement options begin with full-time integration in the regular classroom and moves to increasingly specialized and segregated settings. The Cascade connotes a process within which student placement changes as needs change. See Cascade of Services Model and Continuum of Services.

REGULAR CLASS TEACHER

- An elementary or secondary teacher whose responsibility is instructing a class group or a rotation of class groups in a regular education setting.

REGULAR EDUCATION

- Education in a class or school wherein students are grouped under the instruction of a non-specialist regular class teacher on a diverse basis for study of a set curriculum for all learners.

REGULAR EDUCATION INITIATIVE (REI)

- A United States term not common in Canada. Refers to the general position that regular and special educators should work together to integrate learners with disabilities more fully in regular classrooms.

REMEDIATION

- Refers to a skill focused teaching program based on evaluation and diagnosis of deficit areas in student progress. Remediation is designed to permit a learner with disability to catch up to typical peers in the skill area of interest. Traditionally, the strategy is associated with the Special Education Model.

RESOURCE ROOM

- Refers to an assigned space in a school separate from the regular classroom. In a Resource Room, specialized instructors teach assigned learners with disabilities for varying periods of the school day in accord with individual instruction needs. Resource Rooms are associated with either the Special Education or the Inclusive Education Model depending on whether instruction follows a specialized curriculum for learners with disabilities or follows the regular classroom curriculum.

RESOURCE TEACHER

- A teacher who works within the Inclusive Education or the Special Education Model. Under either, responsibility commonly focuses on direct services to learners with disabilities, and/or support of regular classroom teachers, parents, and other groups through in-service professional development, consultation, co-

teaching, administrative duties, and/or development of a collaborative team approach in planning, service delivery, and problem-solving. Under the Inclusion Model, the focus is on maintaining learners with disabilities in regular classroom settings. Under the Special Education Model, the focus is broader and includes support of students placed both in regular classrooms and in segregated settings.

RESOURCE TEAM

- A group consisting of a regular education teacher, a special education resource teacher, parents, the student where possible, and other related specialist personnel. The Team is responsible for collaboratively planning and monitoring the educational program of a learner with disabilities. Associated primarily with the Inclusive Education Model, but may be used within the Special Education Model.

REVERSE INTEGRATION

- Providing experience for typical learners in a special education setting in order for them to meet and work with learners with disabilities and vice versa. Associated closely with the Special Education Model. See Reverse Mainstreaming.

REVERSE MAINSTREAMING

- Providing experience for typical learners in a special education setting in order for them to meet and work with learners with disabilities and vice versa. Associated closely with the Special Education Model. See Reverse Integration.

SAME SKILL GROUPING

- Classroom grouping of students of similar skill level. Associated with the Special Education Model. See Homogenous Grouping.

SEGREGATION

- An educational response based on perception of needs and abilities of learners with disabilities as differing to such a degree from those of typical learners that educational settings apart from these peers are required to maximize educational

progress. Criteria for special settings guide the choice to segregate. Special instruction, special curricula, and special equipment characterize segregated settings. Closely associated with the Special Education Model.

SEGREGATED CLASS

- A grouping of learners with disabilities based on similar educational needs and abilities. The class is taught by a teacher with special training and offers instruction typically involving special curricula, specialized teaching methods, and special equipment. Segregated classes are associated closely with the Special Education Model. The term is synonymous with Congregate Class, Special Class, and Self-Contained Class.

SPECIAL CLASS

- A grouping of learners with disabilities based on similar educational needs and abilities. The class is taught by a teacher with special training and offers instruction typically involving special curricula, specialized teaching methods, and special equipment. Special classes are associated closely with the Special Education Model. The term is synonymous with Congregate Class, Segregated Class, and Self-Contained Class.

SPECIAL EDUCATION

- Refers to educational response to the needs of learners with disabilities tuned to degree of individual difference. This form of response in terms of curricula ranges from slight change to fundamental change in what is taught. Degree of change in curricular content leads to educational placement ranging from full-time integration in the regular classroom to part-time or full-time placement in segregated settings. This is the Special Education Model.

SPECIAL SCHOOL

- A specialized school designed to meet educational needs of populations of special students sharing the same type of disability. Teaching staff have special

professional training, curricula are special, special approaches to instruction are taken, and special equipment is common. Closely related to the Special Education Model.

SPECIAL NEEDS STUDENT

- A student diagnosed as having a disability (or as gifted) and requiring special education support services in the setting or settings in which he/she is placed. Associated with both the Special Education and Inclusive Education Models. See Exceptional Student.

SELF-CONTAINED CLASS

- A grouping of learners with disabilities based on similar educational needs and abilities. The class is taught by a teacher with special training and offers instruction typically involving special curricula, specialized teaching methods, and special equipment. Self-Contained classes are associated closely with the Special Education Model. The term is synonymous with Congregated Class, Segregated Class, and Special Class.

STANDARDIZED ASSESSMENT

- Involves the use of standardized test instruments to diagnose and categorize students as in need of special education, remedial, or gifted education services, and to indicate present level of functioning in intellect, adaptive behaviour, and achievement. Primarily associated with the Special Education Model, but may be used with the Inclusive Education Model. See Psycho-Educational Assessment.

TEACHER ASSISTANT (TA)

- A staff member, other than a certified teacher, who supports the learning of a student with disabilities under the direction of a certified teacher. Associated with both the Inclusive and Special Education Models. See Educational Assistant.

TEACHER OWNERSHIP

- Acceptance by any teacher (regular or special education) of the leadership role in the educational planning, instruction, and monitoring of a student's program. Associated with both the Special Education and Inclusive Education Models.

TEAM TEACHING

- An approach to teaching wherein two or more teachers, often a regular class teacher and a special education resource teacher, share instructional responsibility for a class group containing both typical learners and learners with special needs. Associated primarily with the Inclusive Education Model, but may be used within the Integration option of the Special Education Model. See Co-Teaching.

TRANSITION PLAN

- A plan developed for an individual student moving from one level of education to another, but commonly in the context of moving from secondary school to further education or to employment. Considers needed skills, experiences, supports, and services. Associated with both the Inclusive Education and the Special Education Models.

WITHDRAWAL PROGRAM

- An instructional approach in which learners with disabilities are “pulled out from” or “withdrawn” from the regular classroom setting for various periods of time on a regular basis for special education services. Associated primarily with the Special Education Model, but used within the Inclusive Education Model as well. See Pullout Program.