### Academic Skills
A child’s abilities in reading or language arts, math, science, and history. Also called: academic achievement, academic ability or academic performance.

### Accommodation
Changing how the student learns. Changing how a student masters learning objectives without changing the knowledge or skill level required, by changing the environment, format or equipment needed to access and learn the subject or demonstrate the skill. The student accomplishes the same objective using different materials, methods or support. Example: A student with physical disabilities dictates his writing to a peer or aide who writes exactly what he says.

### ADHD
Attention–Deficit Hyperactivity Disorder is a neurological condition related, in part, to the brain’s chemistry and anatomy. ADHD has a persistent pattern of inattention and/or hyperactivity/impulsivity that is more frequent and more severe than in others at a similar level of development.

### Alternative Demonstrations of Learning (Alternative Assessments)
Giving students a way to show what they know in ways that are different from a test. For example, a student could give a presentation, draw pictures, tell the teacher what they know, or a teacher could observe the student using the skill in real life experiences.

### Annual Goal
See IEP Goal

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**English – Lao Glossary of Essential Vocabulary for Inclusive Education VERSION 2**

The following definitions will help you understand important ideas and principles about inclusive education and how to support children with disabilities, their families, schools and communities.

**Academic Skills** - A child’s abilities in reading or language arts, math, science, and history. Also called: academic achievement, academic ability or academic performance.

**Accommodation** - Changing how the student learns. Changing how a student masters learning objectives without changing the knowledge or skill level required, by changing the environment, format or equipment needed to access and learn the subject or demonstrate the skill. The student accomplishes the same objective using different materials, methods or support. Example: A student with physical disabilities dictates his writing to a peer or aide who writes exactly what he says.

**ADHD** - Attention–Deficit Hyperactivity Disorder is a neurological condition related, in part, to the brain’s chemistry and anatomy. ADHD has a persistent pattern of inattention and/or hyperactivity/impulsivity that is more frequent and more severe than in others at a similar level of development.

**Alternative Demonstrations of Learning (Alternative Assessments)** - Giving students a way to show what they know in ways that are different from a test. For example, a student could give a presentation, draw pictures, tell the teacher what they know, or a teacher could observe the student using the skill in real life experiences.

**Annual Goal** - See IEP Goal

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Oregon – Laos Inclusion Project 2016 • Invariant in the Marginal Vocabulary Version 2 • Lao Translation © 2016
Assessment – Any measurement of student ability or learning, formal or informal. Initial and formative assessments use information about a child to plan teaching methods. Summative assessments show what a child knows at the end of a period of learning. Measuring and documenting a child’s abilities by observing, giving a test or working directly with the child to see how they demonstrate a skill. Also called: evaluation, measurement, testing.

Assistive Technology – Any materials, equipment, or system (whether bought, modified, or made) that is used to maintain or improve the practical skills of a child with a disability.

Autism – A group of disorders that originate in brain development, affecting the brain and the body, and primarily recognized by social difficulties, communication challenges, and narrow, repeated behavior patterns. Also called: developmental disability.

Autism Spectrum Disorder(s) (ASD) – Autism is called a ‘Spectrum Disorder’ because people with autism share common signs but have a wide range of abilities and challenges. See: Autism.

Brain-based – Having to do with the development, physical structure or electro-chemical activity in the brain. Also called: neurological, neurodevelopmental.

Cerebral Palsy (CP) – A disability affecting body movement and muscle coordination, caused by damage to the brain before, during or shortly after birth.
Challenge – Something that is harder because of the circumstances related to a disability; example: a deaf child has a communication challenge if no one around him knows sign language. Also called: difficulty, issue, problem.

Coaching – Helping teachers identify problems and find their own solutions by asking them open-ended questions, and helping them to reflect and analyze an issue they choose to address.

Community Outreach – Working with community leaders to help a community accept and support inclusive education, using meetings, posters, brochures and informal opportunities.

Current Abilities – How the child is performing now, and how his disability impacts his ability to participate in and learn academic and practical skills. Also called present levels of performance.

Curriculum – Planned instructional methods, materials and activities; what students are expected to do or learn at each level and how they will be instructed to do it. Lessons

Daily Living Skills – Skills that a person needs to take care of himself, including eating, toileting, washing and dressing. Also called self-help skills, practical skills
Differentiation – Planning for and paying attention to student differences in the classroom. Adjusting lessons and materials based on observing differences in how students learn.

Disability – “reflecting the interaction between a person’s impairment and attitudinal and environmental barriers that hinder their full and effective participation in society on an equal basis with others”. This is an evolving concept. (Related terms: delay, impairment, difference, deficit, challenge)

Early Intervention – Helping infants and young children as soon as we know they have a disability. Services and supports for children under the age of five.

Expressive Language – Telling others what one is thinking (or feeling), using spoken words, movements, pictures, facial expressions, etc.

Family Involvement – A parent or family’s activities that impact their child’s education, including their parenting, communication with the school, supporting the school, helping a child learn at home, making decisions about their child’s education, and collaborating with the community.

Field Study – Time that a teacher–in–training spends working in a classroom, guided by an experienced teacher, to practice applying the knowledge and skills learned in a teacher training program to actual classroom teaching and schoolwide experiences.
<table>
<thead>
<tr>
<th>English</th>
<th>Lao</th>
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</table>
| **Fixed Mindset** – The belief that each person’s intelligence is set at birth and cannot be changed. | ຄວຳມທ່ານວ່າກຳນຮຽນຮ່ວມທີ່ອູ່ດ້ວຍຄຳນນັບແລະຄຳນມີກຳນເປັນຢູ່ ແລະ ຢ່ຽງກຳນບໍລິການ阮 |}

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<tr>
<th><strong>Functional Skills</strong> – See Practical Skills</th>
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<td><strong>Growth mindset</strong> – The belief that intelligence can be changed with effort and experience.</td>
<td>ຄວຳມທ່ານວ່າກຳນຮຽນຮ່ວມທີ່ອູ່ດ້ວຍຄຳນນັບແລະຄຳນມີກຳນເປັນຢູ່ ແລະ ຢ່ຽງກຳນບໍລິການ阮</td>
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| **Hands-on Learning** – See Real Life Experiences | ກຳນຮຽນຮ່ວຍກຳນລົງມຼືເຮັດ - ໂປຣິສຳນທິໂຄງກຳນກຳນສຶກສຳຮຽນຮ່ວມລະຫວ່າງ ເວລານັ້ນONAນາເພື່ອຮຽນຮ່ວມລະຫວ່າງມະຫຳວິທະຍຳໄລໂອເຣກອນແລະລຳວ–5– |
| **Hands-on materials** – Using objects (instead of or in addition to reading and writing) to practice and learn skills. Example: using coins to learn to count and add. *Also called manipulatives.* | ກຳນຮຽນຮ່ວຍກຳນໃຊ້ອຸປະກອນ - ໂປຣິສຳນທິໂຄງກຳນກຳນສຶກສຳຮຽນຮ່ວມລະຫວ່າງມະຫຳວິທະຍຳໄລໂອເຣກອນແລະລຳວ–5– |

| **Health** – A person’s physical or mental condition, relating to illness, injury or well-being. *Also called medical.* | ຢ່ຽງນີ້ - ສະມາຊາດສຳລັບຈຳຊື່ວິຊາກະດົມທັງສອງ, ໂດຍກຳນບໍລິການມາການຮຽນມາໃຫ້ທີ່ເຮືອນການຮຽນຂອງທີ່ເພື່ອຮຽນຮ່ວມລະຫວ່າງ ເວລານັ້ນONAນາເພື່ອຮຽນຮ່ວມລະຫວ່າງມະຫຳວິທະຍຳໄລໂອເຣກອນແລະລຳວ–5– |

| **Hearing Impairment** – Difficulty hearing; includes deafness. | ດິນຍ່າງ ໂຄງກຳນທອກການໄດ້ຍົກ – ໂຄງກຳນຊ່ວຍຄຳນໄດ້ຍົກຍົກ; ໂຄງກຳນຊ່ວຍຄຳນ (ຮອງຮອງ) |

| **Home visit** – School staff visiting a child and family at home to learn more about the child and talk about educational services and options | ສິຫຍກຳນຮຽນເມືອງທອກການໄດ້ຍົກ – ໂຄງກຳນຊ່ວຍຄຳນໄດ້ຍົກຍົກ; ໂຄງກຳນຊ່ວຍຄຳນ (ຮອງຮອງ) |
IEP Annual Report – a report written by the child’s teacher that includes information from the IEP Team about the child’s strengths and interests; the family’s concerns about their child’s education; the child’s current academic and practical skills, behavior, and physical skills; how the disability affect the child’s participation and progress in school; and any supports and services used in the past.

IEP Goal (Annual Goal) – A statement of what and how a student is expected to learn or do in any area impacted by their disability. IEP goals are specific, measurable, relevant and reasonably attainable within a specific time period, usually one school year. An IEP goal statement includes the conditions, the expected behavior, the criteria and the way it will be measured. Example: “Given 5 addition problems during each daily math class (conditions), Susan will select one correct answer from four choices (specific behavior), with 80% accuracy (criteria), as recorded by the teacher (evaluation procedure).”

IEP Objectives – See Short-term Objectives
**IEP Team** – The people who work together to write a child’s IEP, including the child’s parents or guardians; the regular education teacher; special education teacher; an education official (a representative of the school or DEB) who can explain and approve special services or supports; specialists with expertise about the child’s abilities and needs, such as a speech therapist or physical therapist, when invited by the parents or the school staff; and the child with a disability, when appropriate.

**Inclusive Education** – Schools welcoming and educating all children regardless of their abilities or disabilities, providing a welcoming attitude and effective teaching methods to help every child learn.

**Impairment** – A problem with body structures and/or function leading to conditions that damage or limit a person’s physical or intellectual abilities. Related words: disability, delay, difference, deficit, challenge.

**Inclusive Education Policy** – Laws, regulations and practices to support an effective inclusive learning environment for all students.
Individualized Education Plan – An annual plan written for any student whose learning needs are significantly different from their peers. The plan describes current abilities, goals, a timeline, special methods, services and equipment, and who will help and to monitor progress. A written statement for a child with a disability that is developed, reviewed, and revised in a meeting in keeping with certain guidelines, to establish annual goals and services.

Intellectual – having to do with thinking. Also called: cognitive, mental.

Intellectual Disability – Any limitation in brain functioning that leads to delays or deficits in learning, communication, daily living skills and social skills.

Interests – Activities or topics a person enjoys doing or learning about. See also: Special Interest Areas

Kinesthetic Intelligence – Learning, thinking and expressing ideas by physically moving the body or hands

Materials (Learning materials) – items used to teach or learn, including books, paper, pencils, chalk boards, hands-on materials, familiar objects, posters, pictures, computers and more.

Method – specific way of teaching, learning or doing a skill. Also called: approach, technique, strategy.
Mild Learning Needs – Students whose learning needs are only a little different from their peers, who benefit from more time, resources, or attempts to learn new things, and from having a variety of ways to make progress with their goals.

Mobility – The ability to move around, whether by walking, crawling, using a wheelchair or other ways. Also called: movement.

Modification – Changing what the student learns. Changing the difficulty of an activity or lesson to match a student’s ability; the student learns the same topic as his classmates, but at a level appropriate for his skills. Example: A student with learning delays learns to read prices while her classmate learns the same topic as his classmates, but at a level appropriate for his skills. Example: A student with learning delays learns to read prices while her classmate learns to add prices. Lowering or changing the difficulty of classroom lessons and learning objectives to match a student’s ability.

Multiple Intelligences Theory – Each person uses several types of thinking skills, including visual, spatial, verbal, interpersonal, intrapersonal, musical, kinesthetic, mathematical, and naturalistic. No one has the same level of intelligence across all skills. Individuals and groups learn best when using more than one intelligence.

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### Next Step Learning

Identifying a student’s current abilities, and defining clearly what the “next step” is, even if it is very small, so that the student’s abilities expand over time.

### Non-Verbal

Unable to speak as a way to communicate; often still able to hear and to communicate using pictures, sign language, pointing, facial expressions or movement.

### Physical Disability

Difficulty controlling large or small muscle movements; may impact the ability to walk, lift, carry things, speak, write, or eat. Also called: physical impairment, motor disability, mobility impairment; includes cerebral palsy, arthritis, limb loss, paralysis.

### Picture Exchange Communication System (PECS)

A communication method based on the exchange of small cards with pictures of frequent activities and a word describing that activity. See also: Picture Supports.

### Picture Schedule

Using simple pictures of activities to help a child understand what will happen and when. Also called: visual schedule.

### Picture Supports

Simple pictures of activities, choices, feelings, or steps, to help a child understand what is happening or to help a child express what they think or want. Related words: visual supports, visual or picture schedule, PECS.
Practical Skills – A child’s abilities to do common, daily activities related to communication, self-help, behavior, social skills, and mobility. Related words: functional skills, daily living skills, real life skills, adaptive behaviors.

Present Levels of Performance – See Current Abilities

Real-Life Experiences in Learning – Teaching academic skills using familiar materials and activities that come from daily life, such as foods, tools, gardening, budgeting, shopping, sports, etc. Using familiar or common activities and materials to learn new skills. Examples: using common street signs to learn to read letters and words; using cooking to learn measuring and estimating.

Receptive Language – The ability to understand spoken or written words, gestures, writing. Includes understanding vocabulary and grammar.

School Staff – Teachers, principals, and others who work at a school. May include educational specialists. Also called personnel, educators. Related words: principals, administrators, specialists, education professionals.

Screening – Assessing all children to identify which children may have challenges or deficits. Example: Vision screening means checking children’s eyesight to know which students might need glasses.

English – Lao Glossary of Essential Vocabulary for Inclusive Education VERSION 2

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Practical Skills – A child’s abilities to do common, daily activities related to communication, self-help, behavior, social skills, and mobility. Related words: functional skills, daily living skills, real life skills, adaptive behaviors.
Self Regulation – The ability to notice one’s own energy and emotions, and take steps to adjust them as needed. For example, to notice feelings of anger and learn to calm down rather than do something aggressive or mean. Also called: emotional control.

Sensory Sensitivity – Vulnerability to sensory input, either too much or too little. This sensitivity can affect how people experience information taken in through sight, hearing, taste, smell, touch, and balance. Some people with autism need more sensory input while others need less.

Short-term Objectives – Interim steps to support and monitor progress toward an IEP goal, especially appropriate for students who require alternative assessments. Also called IEP Objectives.

Social Skills – The abilities a person uses to interact successfully with other people, including knowing how to: be polite and respectful; speak and behave in a variety of social situations, show care for others; and share thoughts and opinions appropriately. A person with autism must be taught social skills.

Special Interest Area (SIA) – Some people, usually with autism, focus most of their time, attention, thoughts and energy on a specific topic or activity. This is called a Special Interest Area and it is usually very motivating for that person.
Specialist – An educator or therapist with special training and expertise, such as a speech therapist, physical therapist or psychologist.

Standard Curriculum – what most students are expected to do or learn in school and the instruction and teaching. See also: Curriculum.

Task Analysis – Making a list of all the steps needed to complete a skill, in the order they need to happen. Dividing learning into small, manageable steps can increase the chance of success and identify steps a child needs to practice.

Teacher Supervision – See: Field Work

Teaching – Also called: instruction, training.

Technical Assistance – Assistance from experts and specialists, including just-in-time support for emerging needs; train-the-trainer modules; web-based tools and technologies; on-site and stakeholder collaboration; and professional development.

Theory of Mind – a person’s ability to understand that he has his own thoughts, beliefs, feelings, knowledge, desires, and opinions, while also understanding that his thoughts, beliefs, feelings, knowledge, desires, and opinions may be different from other people’s. People with autism often think that other people have the same thoughts, beliefs, feelings, knowledge that they do.
<table>
<thead>
<tr>
<th>Vocabulary Item</th>
<th>Description</th>
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<tbody>
<tr>
<td>Theory of Mind Deficit</td>
<td>Not understanding that other people may not share the same thoughts, beliefs, feelings or knowledge. Common among people with autism.</td>
</tr>
<tr>
<td>Uncontrolled Emotions</td>
<td>Difficulty managing one’s strong personal emotions, such as happiness, anger, excitement, fear, and sadness. Individuals with autism often have difficulty controlling their emotional expression to communicate their feelings appropriately and not be overwhelmed by them. They must be taught how to do this. See also: self-regulation, emotional control.</td>
</tr>
<tr>
<td>Universal Design</td>
<td>Designing materials, activities and spaces so they are useable by the widest range of people possible.</td>
</tr>
<tr>
<td>Universal Design for Learning</td>
<td>1. Using more than one way to gain and sustain the attention and interest of students 2. Giving students more than one way to take in information 3. Giving students more than one way to learn and demonstrate what they’ve learned.</td>
</tr>
<tr>
<td>Verbal</td>
<td>Able to speak as a way to communicate.</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>Difficulty seeing; also called Low Vision; includes blindness (inability to see)/ Also called: visual disability</td>
</tr>
</tbody>
</table>
| Visual–Spatial Learning | Learning, thinking and expressing ideas using pictures, shapes, colors and charts.
Zone of Proximal Development – A level of difficulty at which a learner can perform a skill or task with help, but not yet without help. This is the ideal ‘next step’ for learning because it is not too easy or too difficult. (Concept developed by Lev Vygotsky).