

LANGUAGE FLIP



From Deficit to **STRENGTH**

How we describe learners, shapes how we teach them

Deficit · Diagnosis Driven Language

Strength · Success Led Language

Non-verbal

Communicates using AAC, gestures and expression

Cognitively impaired

Learns best with explicit, structured work systems

Doesn't understand

Responds to visual instructions

Challenging behaviour

Is communicating stress or unmet needs

Behind peers

Is progressing at their own pace

Needs constant monitoring

Thrives with consistent scaffolding

Disruptive

Stays regulated and engaged with support

Struggles with change

Prefers predictable routines and preparation for transitions

Low functioning

Is developing skills in ...

Shifting the way we speak, supports all students..